DOCUMENT RESUME

ED 401 215 SO 026 994

AUTHOR	Richardson, Helen W., Ed.
TITLE	Social Studies: Bringing the World Closer to Home.
INSTITUTION	Georgia Council for the Social Studies, Athens.
PUB DATE	95
NOTE	214p.; Some materials may not photocopy well.
AVAILABLE FROM	Georgia Council for the Social Studies, 225 Fortson Drive, Athens, GA 30606 ($5).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Collected Works - General (020)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Cross Cultural Studies; *Culture; *Educational Games; Elementary Secondary Education; *Global Education; Instructional Materials; Learning Strategies; *Multicultural Education; Simulation; *Social Studies; World History
IDENTIFIERS	*Georgia

ABSTRACT

This yearbook provides teaching strategy topics of general interest to social studies teachers of all grade levels. This first annual yearbook focuses on using social studies to bring the world closer to home. There are 17 papers, including: (1) "Getting Ready for the World" (Angene H. Wilson); (2) "Making Cultural Connections: A Cultural Resource Center for Unity and Diversity" (Dennis Kreps; Carolyn Diener; Claudia Crump); (3) "The Template of the Investigative Reporter" (Clark Johnson); (4) "Connecting with the Global Community" (Richard Oakes Peters); (5) "Bringing the World Closer to Home" (Clark Johnson); (6) "Coming Down the Road: Exploring Local History with Six, Seven and Eight Year Olds" (Robert W. Maloy; Sharon A. Edwards); (7) "Teaching About Other Cultures" (Julia Mitcham; Peggi Joyner; Peggy Puryear; Julie Kunce); (8) "Champagne Wishes and Caviar Dreams" (Darlene Stewart Young); (9) "Activities for Studying Ecuador Through the Five Themes of Geography" (Mary E. Haas; Cynthia Szymanski Sunal; Lois McFadyen Christensen); (10) "Geography: Passport to the World" (Robert M. McCann); (11) "Scotland Map Game" (Audrey C. Rule); (12) "Environmental Crises in Benin, Lesotho, and Senegal" (Christine Pratt-Consoletti); (13) "The Mercantile System: A Simulation for High School History Classes" (Neil Nichols); (14) "From Ostrich Eggshells to Soda Pop Cans! Cultural Change and Adaptation of the !Kung San: A Lesson Plan" (Michael J. Berson); (15) "Comparing Ourselves to Others: What Do Teenagers in the United States and Korea Think about Family Obligations, Future Employment, and Their National Economy?" (Jo Ann Cutler Sweeney; Stuart Foster; Yonjoo Choo); (16) "Japan's Feminists: Resisting the Policies of the Meiji Government" (Lyn Reese); and (17) "Who Were the Kamikaze Pilots? A Short-Term Inquiry Experience" (Jack M. Sheridan). (EH)

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Social Studies

Bringing The World Closer To Home

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Edited by
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Preface

In the summer of 1994 the membership of the Georgia Council for the Social Studies (GCSS) voted to replace the Council's state journal with an annual yearbook on a topic of general interest to social studies teachers of all grade levels. This publication, *Social Studies: Bringing the World Closer to Home*, is the inaugural production of this new publishing venture.

In order to stimulate the interest of potential authors, a call for submissions was made in the Council's newsletter, *News & Notes*. In addition, an advertisement was placed in the newsletter of the National Council for the Social Studies, *The Social Studies Professional*. Numerous contributions were received from educators in states across the country.

Dr. Helen W. Richardson, a past president of the Georgia Council and past member of the Board of Directors of the National Council, graciously agreed to serve as editor of this first yearbook. When she agreed to take on the task, she was "fresh" into retirement following a distinguished career in the Fulton County School System. Soon thereafter that school system began its search for a new superintendent, and Dr. Richardson was asked to return as a consultant. In the midst of that and several other commitments, she continued to give this yearbook high priority. The Georgia Council is deeply appreciative of her continued interest in social studies and GCSS so appropriately reflected by this yearbook.

Unfortunately, space, time, and budgetary restraints did not make it possible to include all of the excellent material submitted. The Council hopes that the material which has been included will be useful to teachers as they provide educational experiences on this vital and timely theme of cultural understanding.

Elmer Williams
Executive Director
Georgia Council for the
Social Studies

1

Getting Ready for the World

Angene H. Wilson

What must our young people know and be able to do in order to be citizens of the world in the 21st century? Elementary, middle, and secondary schools, and more specifically social studies teachers, are challenged to bring the world closer to home, to help students get ready for the world. But what does getting ready for the world mean? How will students show us they are ready for the world?

A list of characteristics of what some are calling "global competence" can be derived from research on the impact of international experience on young people and can offer suggestions for getting students ready for the world. We know internationally experienced persons begin to gain a global perspective, both substantive knowledge and perceptual understanding. They also develop self and relationship through personal growth and interpersonal connections and become cultural mediators or bridges (Wilson, 1993 and 1994). In the 1990s however, international experience is not only "over there." International experience is part of everyday life here in the United States. The world is always with us--from the farm family dealing with a global commodities market to the small town family visiting their doctor who is originally from the Philippines to the urban family looking forward to welcoming Olympic athletes from all over the world to Atlanta. Global competence can be attained if we first recognize that we are already living in the world and, second and purposefully, bring the reality of that world closer to home.

A simple brainstorming exercise in which a dot for the hometown is placed in the middle of the chalkboard and radiating arrows are drawn to other parts of the world to note linkages quickly illustrates the myriad global connections, even for one class of students. As students look at the tags on their clothing, consider the food they eat, nominate their favorite music, and share family trees, the chalkboard's imaginary world map fills with a web of lines. In some classes, the students themselves illustrate the connections (Sandhya was born in India), while in other classes a product with which students are familiar, perhaps the chocolate bar, can be an introduction to the concept of interdependence. Of course, these linkages should raise questions. Why was the shirt made in China? What was the previous use of the land now growing pineapple for us to eat? How does music both reflect and ignore political boundaries? Will Sandhya want to become a U.S. citizen? Does Ghana make chocolate bars from its cacao? We do live in the world. We have to discover what that means.

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This article focuses on explaining five areas of global competence: substantive knowledge, perceptual understanding, personal growth, interpersonal connections, and cultural mediation. Some relevant research will be cited and connections will be made to the recently published national standards projects in history, geography and social studies, particularly in the section on substantive knowledge. A final section offers a sample assessment for each area, assessments through which students can show that they are ready for the world.

Substantive Knowledge

Substantive knowledge can be very specific--speaking another language, understanding non-verbal behaviors of other cultures, learning about the art of Michelangelo or the history of Subanic empires in West Africa or the flora and fauna of Costa Rica. Borrowing from Case's (1991) definition of a substantive dimension of the global perspective, substantive knowledge also includes global issues, such as national and international security and choices for the future on those issues. Case combines the frameworks of Kniep (1986) and Hanvey (1976) to describe five elements of the substantive dimension: universal and cultural values and practices, global interconnections, present concerns and conditions, origins and past patterns, and alternatives and future directions.

Knowledge of the host country is an outcome of both high school homestay and college study abroad programs, and returnees also show a significantly greater interest in international affairs. (Hansel, 1983; Bachner and Zeutschel, 1994; Carlson and others, 1991). Interestingly, sometimes internationally experienced students return with a bilateral ethnocentrism, for instance, an exclusive emphasis on German-U.S. relations, while at other times the exchange experience produces and increased global perspective (Bachner and Zeutschel, 1994).

But can students who do not have international experience outside the United States be encouraged to learn more about the world? Certainly the three national standards projects in social studies, geography, and history think so. They offer specific suggestions to teachers about what students need to know. The examples I have chosen from the standards projects relate to the five areas of global competence I have described, especially substantive knowledge and perceptual understanding.

In the National Council for the Social Studies Curriculum Standards, the first of ten strand is "culture" and the ninth is "global connections." Performance expectations under "culture" ask students in early grades, for instance, to "describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture." Middle grade students

are asked to "articulate the implications of cultural diversity, as well as cohesion, within and across groups" and high school students should be able to "construct reasoned judgements about specific cultural responses to persistent human issues" (p. 33). Under global connections, students in the middle grades will "identify and describe the roles of international and multinational organizations." High school students should be able to "illustrate how individual behaviors and decisions connect global systems." A global perspective is evident in other standards, too (p. 44). For instance, under "production, distribution and consumption," high school students are asked to "compare how values and beliefs influence economic decisions in different societies" (p. 41).

For world history, the National Standards set out specific knowledge in eight eras, from the beginnings of human society through the twentieth century. For example in Era 3: Classical traditions, major regions, and giant empires, 1000 BEC-300 CE, students should understand "how major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE-300 CE" (p. 36). For Era 7: An Age of Revolutions, 1750-1914, students should understand "patterns of nationalism, state building, and social reform in Europe and the Americas" (p. 37). The National Standards for World History also include standards in historical thinking (chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues-analysis and decision-making) and specific examples of student achievement in historical understanding and thinking. For instance, in studying the 20th century, students are asked to demonstrate the historical understanding of "major sources of tension and conflict in the contemporary world and efforts that have been made to address them" (p. 281). The following is an example of student achievement in historical understanding and of historical thinking, in this case issues-analysis:

> Research the application of economic and arms embargoes sponsored by United Nations resolutions, including the cases of Iran, Iraq, the former Yugoslavia, and Haiti. Assess the enforcement and political consequences for sanctioned countries. Evaluate criteria for applying and lifting various types of embargoes and on the exclusion of humanitarian aid. (p. 281)

One limitation of the National Standards for World History is the lack of explicit relation of past to present, although the possibilities for such almost leap off the page, as in the following examples:

> Research Akbar's religious attitudes and his attempts to unite his culturally diverse empire. How did he encourage religious tolerance? How do the policies he established for his religiously pluralistic empire compare with those of Elizabeth I? (p. 187)

> Create a chart illustrating the political spectrum showing radical, liberal, moderate, conservative, and reactionary during the French Revolution. Give an example of the actions of an individual or an event that is characteristic of each. (p. 207)

In contrast, the NCSS Standards make the point that students should learn to use their knowledge of history to make informed choices and decisions in the present. Those Standards also recognize the importance of geographic themes for addressing issues of democratic and international significance.

The Geography Standards focus on spatial and ecological perspectives and identify historical and economic perspectives as closely related to geography. They describe "the geographically informed person" and suggest that

> At the global level, the geographically informed person can appreciate the connections between cyclical drought and human starvation in the Sahel or between the Chernobyl nuclear disaster and the long-term consequences to human health and economic activities throughout eastern and northwestern Europe; the restructuring of human migration and trade patterns as the European Union becomes increasingly integrated or as the Pacific rim nations develop a commonality of economic and political interests; and the uncertainties associated with the possible effects of global warming on human society or the destruction of tropical rain forests on global climate (29).

The Geography Standards are rich in suggestions for comparative global study. Under Human Systems--the characteristics, distribution, and migration of human populations on earth's surface, fourth graders are asked to read narratives about migrations

> e.g., a voluntary move such as the move of a family to a larger apartment closer to a school, landless Easterners pulled to homesteads in the Great Plains, or an involuntary move such as Africans being transported to North and South America or refugees from the potato famine fleeing starvation in Ireland. (p. 123)

Under Places and Regions--people create regions to interpret earth's complexity, middle schoolers are asked to suggest criteria that identify the central focus of a region, including Atlanta as a trade center in the southeastern United States and Amsterdam as a transportation center in western Europe (p. 152). Under Human Systems--the characteristics, distribution, and complexity of earth's cultural mosaics," high school students are asked t~:) compare economic opportunities for Bedouin women versus those of women in Scandinavian countries, using culture to explain differences. (p. 203)

Perceptual Understanding

There are some who would limit the school's role to knowledge, even knowledge transmission. However, it seems clear that although knowledge is basic and necessary, knowledge is not enough. Knowledge of the Spanish language would have helped Chevrolet when they tried to sell the Nova in Latin America. But the language of the customer is not enough if the salesperson doesn't understand that in Latin American culture it is usually appropriate to engage in social conversation before beginning a serious business conversation. Knowledge of the history of a conflict is critical for a negotiator, but it is not enough; the negotiator has to be open-minded and resist stereotyping.

In his perceptual understanding dimension of a global perspective, Case (1991) lists open-mindedness; perspective consciousness--the recognition that one has a worldview not universally shared (drawing on Hanvey, 1976); anticipation of complexity; resistance to stereotyping; inclination to empathize; and non-chauvinism. I also include Brislin's notion of complexity of thinking: "the ability to consider many different points of view when making decisions: (1981, p. 2); the AFS study's characteristic of critical thinking, "an inclination to be discriminating and skeptical of stereotypes and a tendency not to accept things as they appear on the surface" (Hansel, 1983, p. 7); and the concepts of reflective thinking and reflection in action (Vall and Tennision, 1992).

Several of the skills of historical thinking delineated in the National Standards for World History are supportive of the area of perceptual understanding: "consider multiple perspectives, compare competing historical narratives, and hold interpretations of history as tentative" (p. 19). What seems to be missing is the necessity, perhaps first, for perspective consciousness and an understanding of the impact of culture on our own perspective as well as on the perspectives of others. In the Social Studies Standards, under the first theme of culture, younger students are asked to "give examples of how experiences may be interpreted differently by people from diverse culture perspectives and frames of reference" (p. 33). Under the theme of global connections, middle grade students are asked to "describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding" (p. 44). Under the theme of time, continuity, and change, high school students are as~ed to demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use" (p. 34). In the Geography Standards, the geographically informed person knows and understands how culture and experience influence people's perceptions of places and regions (p. 34). So middle schoolers might give examples of how religion and other belief systems influence traditional attitudes toward land use (p. 155) and high school students can identify how places take on

symbolic meanings or make inferences about differences in the personal geographies of men and women and how they perceive distance or what makes a place secure (p. 195).

Personal Growth

Independence, autonomy, and self-confidence are often listed as outcomes of international exchange. In recent research on university study abroad and student teaching abroad programs, students reported increased self-confidence (Thomlison, 1991; and Tennison, 1991-92). Personal growth can also include what a study of high school exchange students labels adaptability: "the ability to deal flexibly with and adjust to new people, places, and situations, willingness to change behavior patterns and opinions when influenced by others" (Hansel, 1983, p. 7).

Although personal growth may be especially associated with international experience, can it also be a goal for students who stay at home? Even if the change may not be as dramatic, there is anecdotal evidence that students experience personal growth as a result of school-based experiences. Students who participate in a statewide mock United Nations or a foreign language immersion weekend gain self-confidence as well as knowledge of the country they are representing or increased fluency in the foreign language they are speaking. Students of varied backgrounds who work together in team building exercises over a weekend or on a community service project such as Habitat for Humanity or a Speak-Out on healing racial and other divisions may learn to be more adaptable and flexible.

Interpersonal Connections

Like personal growth, interpersonal connections may seem an impossible dream as an area of global competence for all children and young people. However, such connections can be viewed broadly to include those made possible across the world by technology. A student writing a paper on South Africa for her world geography class is able to ask questions through electronic mail of a student in South Africa. Students exchange videos on their school with a class in Hungary.

Of course, one does not have to go overseas to have interpersonal relationships with people of a different culture which have an impact. As Storti points out in *The Art of Crossing Cultures* (1989), it is not merely the

> expatriate who encounters and must learn to live with foreigners; those who stay at home are liable to encounter sojourners from abroad. Moreover, we are increasingly likely to encounter them in circumstances where it is prudent, even necessary, that we understand and get along with them. While we need not concern

> ourselves so much with German or Japanese tour groups (unless we work in the hotel or restaurant business), if we work for Nissan in Tennessee or teach college in Michigan (or Maine or Montana), we may have a Japanese boss, an Indian colleague, or a class of Korean, Taiwanese, and Kuwaiti undergraduates. Whether as colleagues, clients, or superiors, foreigners play an ever increasing part in our daily lives and often exercise direct control over our livelihood. (p. 83)

Research shows that cross-cultural social participation or interaction between American and international college students is significantly related to acceptance of cultural pluralism (Sharma and Jung, 1986; Stohl, 1986), support of internationalism, a cosmopolitan world outlook, and worldmindednes, (Sharma and Jung, 1986). A study of a conversation partner program in which teacher education students were matched for a semester with students in an English as a Second Language program, showed that future teachers gained in the areas of substantive knowledge and perceptual understanding and learned how to develop a cross-cultural interpersonal relationship. (Wilson, 1993a)

Case study research on K-12 students in schools where they interacted with persons of different cultures shows some interest in and acceptance of differences, although there may be a struggle to develop community. Students in an elementary school in suburban Washington, D.C., were asked what they had learned from being in a school with children of so many different nationalities. They responded with comments such as "You learn a lot about different people and how they do things;" "It's more fun. It's interesting to learn about other cultures. If you become their friend, they ask you about your experiences or tell you about theirs;" and "It's good because most kids read in books about kids who are different, like in color, but now that they are mixed up they see that everyone is the same." (Wilson, 1993b, p. 83). A sophomore in a midwestern magnet high school International Studies Academy, which includes the district's English as a Second Language Program, reflected;

> From the outside you see blacks, whites, foreign students in classes, and it looks good, but it's not really a community. It can't happen in one day like the International Dinner. It has to be a continual process, making one friend at a time, maybe in class, maybe on the soccer team. Students do help each other with homework and there's more community at higher grade levels. But I don't see the Southeast Asians being integrated. They're isolated too much. Until American and foreign students are forced to work together, the community will not be there. (Wilson, 1993b, p. 122)

Cultural Mediation

The quotation above from an International Studies Academy student shows the need for cultural mediation. The concept of a cultural mediator who has characteristics such as worldmindedness, self-confidence, and adaptability and who can form a bridge over cultural gaps could be a helpful one for schools (Bochner, 1981, Brislin, 1981). Some research reports that internationally experienced students who have returned from homestay exchange programs practice cultural mediation by befriending exchange students in their schools and by reaching out to internationals in their communities (Wilson, 1985). Bachner and Zeutschel (1994) were interested in the "ripple effect" of the exchange experience, its impact on other people's actions or ways of thinking. They asked students to describe instances in which they influenced a person or situation because of what they had learned during the exchange. The returnees' responses included such activities as eliminating prejudices and generating a positive view of the host country. The "ripple effect" was most often restricted, however, to friends and family.

Could the cultural mediation described by students in the Wilson and Bachner/Zeutschel studies be encouraged for young people who gain experience with people different from themselves inside the United States rather than through sojourns overseas? Bachner (1993) suggests that exchange programming should be proactive in helping students prepare to assume a mediatory role, and Bachner and Zeutschel write about utilizing the effects of youth exchange. One utilization of our knowledge of those effects might be to try to create opportunities for those effects to be replicated, even to a minimal degree, by students who gain cross-cultural, though not international, experience. One European-American student at the International Studies Academy talked about her experience with ESL students: "A number of the families have adopted me as a sister. I'm learning some Cambodian. It's the best thing that could have happened. When you associate with foreign students you learn a lot" (Wilson, 1993b, p. 110). Could she be a bridge, a cultural mediator, for those students' interaction with other students outside the immigrants in the ESL program?

Sample Assessments

Authentic assessments --a performance, product, or portfolio, or what Sizer (1992) calls exhibitions of knowledge in use --seem most appropriate to demonstrate that students are ready for the world. Although map tests and current event quizzes might be evidence of discrete knowledge, authentic assessments consist of challenges "in the field" which require higher order thinking and the effective and imaginative use of knowledge in context (Wiggins, 1991).

The following tasks are briefly stated and flexible. There is overlap among the tasks because there is overlap among the characteristics of global competence. Affective and active aspects of learning, as well as cognitive aspects, are considered. The tasks are designed for high school students, but could be adapted for younger students. They may be particularly appropriate as activities in a world studies or global issues class, but they have interdisciplinary possibilities not limited to use in such courses.

Substantive knowledge

Choose an issue which impacts both your community and the world at large. Write a letter to the editor of your local newspaper. Describe the current significance of the issue, its global reach and its relevance to your own community. Outline several choices about the future of this issue and defend your choice.

Perceptual understanding

You are a delegate to the United Nations from a small country in Africa, Asia, Latin America, or the Middle East. Do enough research on your chosen country so you can prepare a three-page speech to the General Assembly on the appropriate United Nations role in peacemaking, peacekeeping, and peace enforcing from your country's perspective. Know enough about the U.S. perspective that you can answer arguments offered when you are interviewed by the U.S. press after your speech to the General Assembly. The speeches will be offered to a mock General Assembly in class, followed by a mock press conference.

Capacity for personal growth

As a member of a three-person team, plan a trip of four weeks to a part of the world with which you are not very familiar. Decide on the purpose of the trip--perhaps the tour of a musical group, or a business trip to locate fast food franchise possibilities, or a work group building Habitat homes. Organize a complete itinerary, prepare a budget, draw a map, and put together a packet of helpful materials for the trip.

Ability to develop international interpersonal relations

In one page describe, in terms of timing and topics, substantive conversations or a letter or electronic mail exchange between you and someone who is not a U.S. citizen. In two more pages, reflect on what you learned about the culture of that person and what you have learned "from" the person. If you can do so, submit this paper in the language of the other person.

Ability to be a cultural mediator

Develop a series of dramatic vignettes focusing on accepting differences and understanding similarities among people around the world which could "go on the road" and be performed for younger students.

Conclusion

Our students can get ready for the world. They can gain knowledge and understanding. They can experience personal growth and relationships across cultures. They may even learn to be cultural mediators, bridge builders.

As we teachers do our part to prepare our students for the world, we might keep in mind the values underlying two postcards I received from a former student. Alex spent a semester abroad in Togo, did student teaching in French, and in 1994-95 taught English to elementary children on the Deauville, France/Lexington, Kentucky Sister Cities Exchange. The postcards, printed in Holland and Belgium, are pictures of babies of varying ethnic backgrounds. The captions read: *"L'etranger est peut-etre un ami que vous ne connaissez pas encore"* (The stranger could be a friend that you don't yet know) and *"La terre a de la place pour tous"* (The world has room for everyone).

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2

Making Cultural Connections: A Cultural Resource Center for Unity and Diversity

Dennis Kreps, Carolyn Diener, and Claudia Crump

Asking About Connections

If...millions of children in our schools are to function successfully as adults in the next century, they must grow up with more knowledge about our interdependent world, keener awareness of other people, and greater sensitivity to those people's attitudes and customs. (Strength through Wisdom, The President's Commission of Foreign Language and International Studies, November 1979)

This statement continues to challenges us today. Note the acronym for key words: the "A" wareness of other people, "S"ensitivity to their attitudes and customs and "K"nowledge of our interdependence. As we prepare to enter the next century, we may ASK ourselves how much measurable progress we have made toward achieving these three goals: How close are we to being AWARE of people--their daily basic physical and emotional needs--including our own? How SENSITIVE are we to attitudes and customs--to our similarities, as well as our diversities? How KNOWLEDGEABLE are we about our ever-increasing world connections and interdependencies?

To address these questions, two years ago we set out to do something tangible about the challenge. Our team included two education methods instructors and a reference librarian at Indiana University Southeast. We wish to share our project--THE CENTER FOR CULTURAL RESOURCES--and its rationale, philosophy and procedures with you as a model which could be replicated.

Rationale

Educators in a free society educate both for UNITY and for DIVERSITY--a seeming paradox, but a curriculum imperative. With international travel, trade and communication causing rapid change and exchange of ideas and products among diverse cultural groups, our lives are made more globally interdependent. This means that it is becoming increasingly important to understand the values, lifestyles, traditions and

customs of other people as we interact in the political, social and economic arenas. In the classroom arena--no longer limited to four walls and two covers of a textbook--teachers, parents and community partners must join all resources to develop a literacy in diversities.

> *one that helps students and teachers to know, to care and to act in ways that develop and cultivate a just society. (Banks, James A., "Multicultural Literacy and Curriculum Reform." Educational Horizons, Vol. 69, No. 3, p. 135)*

The Center for Cultural Resources (CCR) exists to help teachers, students and parents appreciate **ourselves** and the contributions we can make toward understanding among all people. The center also aids in studying the diversity in our own families or communities through learning from one another. The view of diversity that we are taking to form the philosophy of the CCR is to develop, in addition to a respect for oneself, a respect for the views, traditions and the practices of others representing different (1) races, (2) ethnic backgrounds, (3) social classes, (4) religions, (5) histories, (6) genders, (7) ages, (8) family structures and (9) abilities. We believe in the purposes of the center so strongly that we have devoted hundreds of hours and have recruited and donated hundreds of resource items and ideas dedicated to education for unity and diversity. These preceding statements of rationale and philosophy are more than a listing of reasons for including multicultural education in the curriculum: They are a plea for inclusion of all types of diversities as a curriculum imperative.

Multicultural Goals

> *Culture is the beliefs, values, attitudes and customs unique to a people that constitute their identity and are manifest in not only their literature, art, music and dance, but also in their everyday living. Culture reflects what is creative and traditional in people, what has passed from generation to generation. (UN Matters, Melissa J. Gillis, Horizons, November-December, 1991, p. 39)*

When students have opportunities to explore their culture, as defined by Gillis, and their own views and attitudes toward their culture and the diversity around them, they develop a readiness to explore the **global community**. This includes studying the fragile natural environment in the context of an increasingly connected social environment.

Goals for Students

The ultimate goals for the Center for Cultural Resources are to enable students

1. to appreciate the dignity of all humans and to understand and empathize

with them ("walk a mile in their shoes");

2. to recognize and actively work for the right of all humans to freedom, justice, quality of opportunity and a decent quality of life;

3. to recognize their interdependency and interconnectedness and the need to care for the Earth on which we live, as well as the people who inhabit it;

4. to develop skills of working cooperatively with others based on mutual respect, acceptance of responsibility, demonstration of initiative and the solving of conflicts in cooperative and peaceful ways; and

5. to appreciate the diversity of people who have built our nation and world, as well as the contributions they made, and to explore ways in which students can continue to make contributions to building our democracy and a better world.

Goals for Teachers

> *Only adults who respect other people and value knowledge of diverse cultures can adequately help children develop values, beliefs, feelings and attitudes which value diversity. (Vold, Edwina, Dimensions, July 1985, p. 6)*

In order to help prepare students to be responsible, active global citizens in a sustainable natural world, the CCR has set the following goals for teachers:

1. to assist in self-examination of attitudes for stereotypes (over-generalizations about an entire group), prejudices and omissions and to recognize biases in curriculum materials

2. to assist in providing background information for understanding diverse people and to examine our own ideas and feelings in order that we learn **from** and **with** them

3. to use an integrative approach to teaching about culture which ties together threads of meaning through history, geography, science, art, music, drama, movement and dance, games, creative thinking, language and literature, resource people and study trips

4. to use a developmentally appropriate curriculum, recognizing the need to develop intellectual strengths, but also recognizing the physical, social and

emotional needs of each student; to steer away from teaching isolated facts; to build the curriculum on the students' own experiences; and to extend their experiences by providing tools for living in a multicultural society

5. to look at the curriculum materials, not as a series of activities which explore only interesting differences in people, but as a way to build unity among people through exploration of our commonalities and common needs

6. to approach unity and diversity through themes which build depth and transferability rather than touching lightly on the facts, foods, and festivals.

This broad view of curriculum as diversity education may be summarized as follows:

A multicultural curriculum will not address the specifics of our country's next interaction with Iraq, Sudan, Panama or Japan, but it will train a generation of diplomats, business people, and reporters who understand that people in other places have different values and make decisions based on premises different from those that inform us. (Speech by Dr. Marcia Seal, April 17, 1993, (Indiana University Southeast)

CCR Description

The Center for Cultural Resources is located in the Indiana University Southeast Library. It is an integral part of the Curriculum Laboratory collection designed for education majors. Its resources are supervised by the library staff and are available for checkout to teachers, parents and IUS students. Resource kits of artifacts, curriculum guides, audio-visual and graphic media and books make up the major part of the collection. The resources are organized by cultural themes in containers called "kits."

Purposes

The CCR has been established for these specific purposes:

1. To provide a sound base for continuous and systematic infusion of unity-diversity themes in Teacher Education programs at IU Southeast

2. To encourage a wide variety of teaching strategies in a thematic and integrated culture-focused curriculum in schools throughout the IU Southeast service area

3. To provide an information center for announcing cultural opportunities for scholarships, travel and conferences; for coordinating upcoming cultural events; and for conducting workshops and seminars relating to cultural/global issues

4. To promote an acceptance and appreciation of personal and global diversity by and among all people regardless of age, religion, family structure, gender, race, class or ability.

Curriculum Framework

The kits on cultures are designed to focus on learning outcomes culminating in the development of global citizens who have a keen AWARENESS of other people, who are SENSITIVE to attitudes and customs and who are KNOWLEDGEABLE about similarities and diversities. To avoid the "F" fallacies of teaching approaches--factual focus on foods, fashions, festivals, flags and fluff--the cultural kit contents are designed to focus on THEME STATEMENTS, REACHING Values and ASKING Skills. The THEME STATEMENTS express key ideas in the form of THEMES and concepts. The concepts are highlighted in the following section to show relationships within the statements.

Theme Statement Organizers

The 12 THEME STATEMENTS selected for the kits are mere guides for "I know..." statements articulated in the student's own words and at his/her level of understanding. We recommend displaying of the boldface labels for easy reference during culture studies.

The are 12 THEME STATEMENTS (K-16 inclusive) for the Center for Cultural Resources are:

1. **People/Places:** The way all **people** live and the **places** where they live have both similarities and differences. The **place** affects the way people live and work, and **people** change the **place** where they live and work.

2. **Life Experiences:** All people **experience** a range of emotions, are born, grow, learn, work, play and die.

3. **Needs:** All people have physical **needs** (food, drink, clothing and shelter) and emotional needs (esteem, security, family stability, affection, friendship, self-respect and self-fulfillment.) The way they fulfill these **needs** depends

on their beliefs and values and the place where they live.

4. **Natural World:** All people are connected to the **natural world**; all people have a responsibility to use its resources wisely for a healthy and productive environment for future generations.

5. **Aesthetics:** All people need things of **beauty** to give their life meaning and to express feelings.

6. **Past/Future:** All people need to understand the richness of their **past** and **present** culture and traditions; all people need to be able to anticipate the **future** with feelings of hope and challenge.

7. **Language:** All people use **language** (verbal and nonverbal) to express feelings and ideas and to maintain connections.

8. **Rules/Institutions/Leaders:** All people need **rules, institutions and leaders** to guide and govern their actions.

9. **Producers/Consumers/Transporters:** All people work as **producers, consumers and transporters** of products, services and ideas.

10. **Recreation/Celebration:** All people need leisure time to **rest** and **play**; all people have special days for **celebrations** of important events in their lives.

11. **Values/Service:** All people search for a higher purpose in their lives through their **values**, religions, education and commitment to **service**.

12. **Connections/Interdependency:** People are becoming more **interdependent** through **connections** with other **people, places, media, ideas and products.**

REACHING Values

"Actions speak louder than words." Thus one's actions reflect motivations, beliefs, attitudes and values, as well as levels of knowledge. Actions also reflect one's levels of confidence and skill performance: "I feel...because I know...and thus I do..."

Together with the THEME STATEMENTS, the development of values and attitudes is infused in each of the cultural kits through a program developed cooperatively with local schools. REACHING is the acronym for the program which is designed to develop social skills and values. REACHING is ideal for diversity education.

Brief "poster" definitions (in quotes) for the skills and values are given below for easy reference to each of the acronyms in REACHING.

ACRONYMS	TERMS	ACTION DESCRIPTORS (Poster Description in Quotes)
R	**Responsibility** is	..."acting in a dependable way" toward self and others.
E	**Effort** is	..."working to complete a job."
A	**Acceptance** is	..."being aware of and sensitive to similarities and differences" in myself and others.
C	**Cooperation** is	..."working as a team."
H	**Humor** is	..."appreciating and expressing the lighter side" about self and with others.
I	**Integrity** is	..."being honest and sincere" with self and others.
N	**Nurturing** is	..."motivating physical and mental growth" in self and others.
G	**Generosity** is	..."sharing willingly" with others.

ASKING Skills

A skills framework entitled ASKING is also incorporated into the culture kit curriculum to lead to (A) awareness and attitudes of ACCEPTANCE and APPRECIATION; (S) skills focused on SENSITIVITY to cultural diversities; and (K) KNOWLEDGE of the culturally informed person--one who recognizes, understands and accepts similarities and diversities of people spanning time and space. The following are basic skills and sample descriptors (adapted from *Geography for Life: for Life: National Geography Standards*, National Geographic Society, 1994). Note that the sample descriptors which follow can be adjusted to grade or developmental levels and used for assessment rubrics:

1. ASKING QUESTIONS relating to cultural themes is a basic skill which provides the framework for motivating and organizing inquiry-oriented research to follow. The students will do the following:

   - Pose questions about people and their activities in pre-existing and existing conditions.
   - Pose questions about places in pre-existing and existing conditions.
   - Pose hypotheses and speculate about possible answers as a guide to research.

2. ACQUIRING INFORMATION from varied primary and secondary sources is a basic research process for establishing quantitative and qualitative background. The students will perform these research procedures:

   - Locate and collect data about self and others.
   - Observe and systematically record information.
   - Read and interpret graphic and print materials.

3. ORGANIZING INFORMATION in systematic formats is an essential for proper analysis and interpretation. The students will work with information in these ways:

   - Classify information into consistent categories.
   - Organize data into the appropriate visual displays and oral and written narratives (retrieval charts, photographs, graphs, diagrams, table, content maps and webs, special maps, audiotapes, videos, essays, and classnotes.)

4. ANALYZING INFORMATION through identifying merging patterns is basic to synthesizing trends, themes, sequences, similarities and differences among people, places and times. The students will use the following as they analyze information:

   - Identify similarities and diversities of people, places and time periods.
   - Formulate labels for trends, themes, periods, and sequences.

5. ANSWERING QUESTIONS based on information which has been collected, organized and analyzed is a cyclical process which culminates in the development of theme statements or generalizations and further questions. The students will be able to do the following:

   - Connect examples with given theme statements.
   - Verbalize theme statements or generalizations in their own words.

- Identify examples and non-examples in support of the theme statements.
- Apply generalizations to other peoples, places and times.
- Ask questions requiring additional verification and research.

Collaboration

Partnership

This project demonstrates a unique cooperative effort between the library and an academic division on campus. The library manages primary access and bibliographic control functions (e.g., circulation) while the Division of Education assesses integrity and needs of kit contents, as well as conducting advance reservation scheduling.

Center Location and Contents

The Center for Cultural Resources (CCR) is currently located on the main floor of the IU Southeast Library. The collection of forty kits is shelved near the circulation desk for accessibility to the elevator and loading dock. A cart is provided since kits weigh a hefty fifty pounds or so. In this location, library circulation desk personnel can also supervise the onsite use of kits.

The first two kits in the series focus on basic understandings for a study of world cultures. They deal with awareness of self, family and friends; awareness of differences; global awareness; and cooperative learning and conflict management. The remaining kits, which may be chosen in any number and order, encourage investigative learning through artifacts and background materials treating locations on every continent of the world and a variety of current issues such as World Environments and themes such as Music, Religions and Children's Literature around the World. Each kit contains a Teacher Notebook of background material and lesson plans; a Media Notebook of coins, stamps, slides, photos and other audio-visual media; a picture file for introducing the 12 THEMES accompanied by 12 folios of primary and secondary sources identified by themes; maps, books and posters; and an additional artifact kit.

Kit Management

With the large number of individual pieces contained in each kit, it is impractical to officially catalog them according to library procedures. Therefore, for circulation purposes, unlinked item records are used to trace each kit, and a computer-generated "Inventory" is checked to verify that important contents remain in the kit. This inventory is updated as contents change.

CCR Care

Student Intern Care--ID and Inventory: The Student Intern checks the kit reservation form and user's ID. If the kit is available and the user is certified, the kit inventory is checked, item by item, before the kit is released for checkout. The inventory sheet is placed in the Teacher Notebook. The Intern again checks the inventory when the kit is returned. The user is responsible for replacing missing or damaged items.

Library CIRC Care--Contract and Checkouts: The Library Circulation Staff checks the reservation form presented by the user for the kit title, time for check-out and the intern's signature. The user signs the Contract found in the Teacher Notebook and thus assumes responsibility for missing or damaged kit items.

Teacher Care--Contract and Inventory: By signing the Contract, the user assumes responsibility for appropriate use of kits and their contents. In preparation for return, the user checks the Inventory sheet and again signs the Contract verifying that all contents are present and in order.

Classroom Care--The Student Letter: Most of the kit items are designed for classroom display and hands-on use by the students. As part of the kit introduction to the class, the teacher displays a copy of a "Friendly Letter" for discussion and planning. Also students are instructed on theme and color codes as kit organizers.

CCR Intern

Job Description: The kit contents are managed by a student intern, who receives IUS course credit and tuition for working with the Center. The intern checks the contents of each returned kit periodically, documents any missing items and communicates necessary information to the Center Directors. The intern assumes these major responsibilities for the Center:

- Maintaining a master list of authorized users and checking kit requests against the list.
- Updating the Kit Reservation Board in the Division of Education to reflect kit requests and orientations up to a year in advance
- Confirming reservations with users by mail or phone and notifying users of overdue kits
- Preparing new contracts and inventories

- Searching current literature for sources of free and inexpensive materials; requests and incorporates acquisitions into kits
- Updating kit with new resources
- Assisting in presenting orientations to IUS classes, in schools and at professional meetings
- Writing, editing and culling lesson plans and assisting in evaluations
- Serving as liaison for directors, library personnel, IUS students and inservice teachers

CCR Impact

The complex environment in which the Center collection operates required the Library to examine policies and procedures having an impact on several specific library service functions:

Shelf maintenance

The size and number of kits demanded a dedicated shelf space located near the library circulation desk.

Collection and Management

Many questions arose in dealing with this special collection.

Cataloguing

Q: Should the kits be catalogued with information available through the Online Catalog?

Q: Should book items contained within the kits be catalogued?

A: Given the limitations of the NOTIS system used by the Indiana University Libraries, the work-load required for full cataloging and the potential confusion regarding shelf location, it was deemed impractical at present to consider cataloging ANY contents of the kits. For circulation purposes, unlinked item records were created for each kit.

Shelf Space and Management

Q: Could relevant books NOT contained within the kits be shelved in a specially designated area?

A: Physical space constraints and anticipated patron confusion in shelving arrangements required such items to be shelved in the general library collection, although Library long-range planning includes physical space designated for the Center collection.

Collection Policies

Q: Should the Library purchase duplicate copies of owned titles in order to support this new collection?

A: No University monies are spent for duplicate book titles; personal donations are added to individual kits.

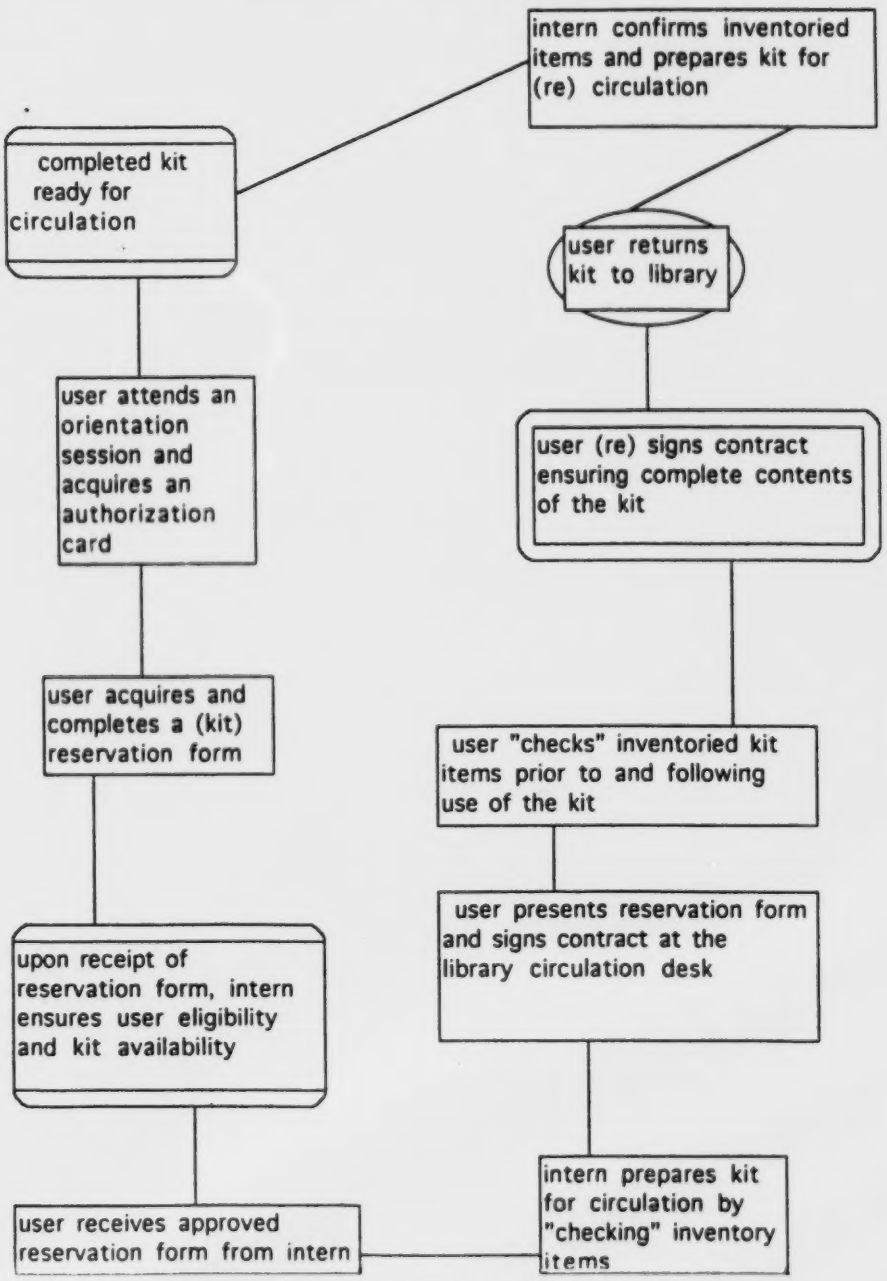
Circulation Policies

Q: How can this unique collection be accessed by users?
Q: How can the Library Staff handle the collection?
Q: How can teachers reserve kits in advance?
A: An entirely new collection with unique access needs required the Library to develop new circulation procedures and formal written policies. A unique loan period (requiring a new NOTIS circulation table) was derived, new procedures and policies were implemented and the Library Circulation Staff was trained. In addition, teaching faculty from the Division of Education thought it most desirable for teachers to be able to reserve kits in advance. The circulation system was not equipped to handle such procedures, and the practice would also stress established circulation functions. Therefore, the Center Intern handles advance reservations and posts them in the Division of Education.

Circulation

It is evident that the Center collection affects several library functions, particularly circulation. Balancing library needs with those of the Center has required much thoughtful planning, compromising and re-examining current policies and procedures. The "CCR Flowchart" on the next page provides insight into the complexity of the circulation process adopted for the Center kits.

CCR FLOWCHART


intern confirms inventoried items and prepares kit for (re) circulation
completed kit ready for circulation
user returns kit to library
user attends an orientation session and acquires an authorization card
user (re) signs contract ensuring complete contents of the kit
user acquires and completes a (kit) reservation form
user "checks" inventoried kit items prior to and following use of the kit
user presents reservation form and signs contract at the library circulation desk
upon receipt of reservation form, intern ensures user eligibility and kit availability
intern prepares kit for circulation by "checking" inventory items
user receives approved reservation form from intern

Awareness

Promotion of CCR Purposes and Services

A major goal of the Center is to promote awareness of multicultural/global education, and a major role of the Center is to provide information and hands-on resources for accomplishing the goal. Through orientations and displays, instruction is given in multicultural education and in the most effective utilization of the Center collection.

Diffusion

The Center Directors and Interns spread the word through varied instructional and professional activities and sponsorships.

- **Open House:** Invitations are issued for open houses of "carousel-type" displays, presentations and ethnic foods.
- **Symposia:** Students choose from a menu of "week-ender" symposia topics focused on kit resources and earn class project credit or one university credit hour.
- **Professional Meetings:** Directors, Interns and other IUS students collaborate as presenters for professional information exchanges in the fields of Education and Librarianship on local, state and national levels.
- **International Travel Scholarship:** IUS students and teachers apply for the Center travel scholarship for participation in the Triennial Conference of the World Council of Curriculum and Instruction. Two teachers shared the scholarship in 1992 in Egypt. In 1995, two undergraduates received teh scholarship for travel to India.

Council and Friends

CCR Creation

Start-up money for the project was provided by small grants by the Indiana University Southeast Improvement of Teaching Fund and the Indiana Consortium for International Programs.

CCR Advisory Council

In order to cordinate the decision-making process for the Center, an Advisory Council was developed. Membership in the Council includes the following:

- Associate Vice Chancellor for Academic Affairs
- Director of Library Services
- Reference Librarian
- Dean of the Division of Education
- Faculty of the Division of Education
- IUS Education Students
- Local Teachers

Friends of the Center

A foundation fund entitled Friends of the Center for Cultural Resources has been established through Indiana University. Money gifts and grant funds flow through the foundation. These funds have been used for the purchase of kits and materials and to provide tuition fees for the Student Intern. Gifts of cultural items and books are added to appropriate kits with gift cards designating the donor. Teachers and students have made major contributions by volunteering time to organize kits and write lesson plans.

Future of the Center

The Center never stops growing! It initially started with plans for a dozen kits. Two years later it focuses on forty kits supported by a long list of orientation sessions. Almost daily new gifts arrive. Some are incorporated into the kits immediately; other items are stored for future replacement and kit expansion. (See list of kits at end of article.) Services--workshops and seminars, conference announcements, cooperative curriculum planning--will be added as space becomes available for The IUS Center for Cultural Resources.

We may ask, "What is the future of such a center?" Our answer is that through the Center and its unity-diversity kits, organized around cultural THEMES, REACHING values and ASKING skills, students can place their eyes and hands on "bits of the world"

on their way to achieving both visual and multicultural literacies--curriculum imperatives. We keep before us this challenge:

> *We...need to think about the learning of the subjects (any subject) not only through the text, but through resources upon which students can place their hands and eyes." (Eisner, Elliot W., "The Education of Vision," Educational Horizons, Vol. 73, No. 2, Winter 1993, pp. 80-85)*

Our Challenge to the Reader

Now we pose challenges for you by ASKING: Do you have community people who have traveled widely? Would they be willing to share resources to extend and connect book learning to larger ideas grounded in different cultures? The answers are almost certainly "yes" to both. We then extend the challenge by making these suggestions:

1. Start small but flexibly to allow for growth of cultural resources which can be organized in logical order.

2. Encourage cooperation in gathering and organizing resources across departments, grade levels, subject areas and community groups.

3. Using hands-on, visually-oriented resources, plan a problem-centered, reality-based curriculum that will connect students more deeply *with* their own culture and *to* other cultures.

4. Through the use of unity statements and a core of values and skills, stress the similarities which give all people unity and differences that make us unique and diverse. You may wish to adopt or adapt unity statements from this report, tailor-make your own or refer to the National Standards such as those recently published by the National Council for the Social Studies and the Geography Education Standards Project.

CENTER FOR CULTURAL RESOURCES KITS

An Introduction to Cultural Studies
- A. Mini-Unit: Awareness--Self, Family and Friends
- B. Mini-Unit: Awareness of Differences
- C. Mini-Unit: Global Awareness
  Living and Working Together--Focus on Cooperative Learning, Creative Thinking and Conflict Management

Art Around the World
African Americans
Africa--Focus on Malawi
Africa--Focus on Zimbabwe
Amish--People Who Dare to Be Different
Americans from around the World
Built Environments--Archaeology, Architecture and Monuments
Central America--Focus on Costa Rica
Canada--Neighbor to the North
Conflict and Peace
Cemeteries, Temples and Gardens around the World
China--Past, Present and Future
China and Neighbors
Children's Literature around the World
Communities of Vision--Shakers, Quakers, Harmonists
Early American Cultures
Eastern Europe
Egypt and Mediterranean Connections
Falls of the Ohio and Urban Parks
Futures--Probable, Possible, Preferred
Greece and Mediterranean Connections

3

The Template of the Investigative Reporter

Clark Johnson

A boy walks to the lake, tosses a stone in the water and watches the ripples work their way to the shore. The Berlin Wall comes tumbling down and symbolically pushes remarkably far-reaching changes in eastern Europe and the Soviet Union. Ripple effects, change, and complexity are the hallmarks of the social world. Any one action creates multitudes of ripples across the social landscape. Examples abound, including the tumultuous events in Russia over the last several years which have profoundly affected the collective and individual lives of people from Cuba to Poland to the United States and beyond. Whatever the case, rapid change intensifies the complexity of the situation, presenting one of the ultimate challenges for social studies teachers and learners: how to wade through this complexity to arrive at a meaningful understanding of perplexing and confusing circumstances surrounding a nation and culture far removed from one's home.

Robert Hanvey (1979, p. 14) suggests as one of his principles of change that "things ramify." Introducing a new element into a situation, whether large such as the August 1991 coup in the Soviet Union or small such as the introduction of a free newspaper in a village, creates broad and numerous consequences as the one item has multiple ramifications in a multitude of spheres. Likewise, treading backwards, events of today are precipitated by a multitude of previous related occurrences. Elise Boulding (1988, p. 95) suggests that "complexity is the heritage of every 20th century human being . . . . We cannot get away from the interrelatedness of all that is on the planet."

A detailed analysis of all the parts of such a complex situation leads inevitably to an intellectual angst. It is inherently impossible for any one individual to put together all the pieces with sufficient understanding of each to create a total framework to grasp the complete scenario. The details are far too many to catalog individually with the idea of tapping such a reservoir of knowledge for any kind of logical and meaningful understanding. Mathematicians and physicists working in the new science, chaos, have learned that with an infinite number of pieces, the structure of the physical world cannot be reduced to a sum of its parts. Likewise, such an effort is futile in the social world.

Nonetheless, it is an understanding of the whole and interconnections within the whole that is desired. Paulo Freire (1970, p. 99) discusses thematic investigation and its

role as a process of search, of knowledge, and creation. He says that the investigation will be "most educational when it is most critical, and most critical when it avoids the narrow outlines of partial or focalized views of reality, and sticks to the comprehension of total reality."

If part of the picture is inadequate and it is impossible to take the many parts to create the whole, where does that leave the individual who wants or needs to understand the complex, non-linear sphere of social relations and activity, particularly that of another nation or culture? A detailed, complete or even partial understanding may well be impossible; however, intuitive insight into the complexity is not only reachable but attractive as a resolution to the seemingly impossible dilemma.

Returning to the experience of the investigator of chaos, we are reminded that a detailed summary of the parts does not elucidate the whole and thus one needs to look at multiple dimensions and frames to get an understanding of the whole (Gleick, 1990). The same is easily applicable to understanding of the social realm. To understand the whole of a given social situation in its complexity and multiplicity one needs to examine multiple dimensions, frames and lenses. It is through multiple perspectives that one can approach the insight that holds the potential for informed judgement.

Jerome Bruner (1966, p. 58) says that "intuitive thinking involves maneuvers based seemingly on an implicit perception of the total problem. Intuition yields a tentative ordering of a body of knowledge and gives a basis for moving ahead in testing for reality." It needs to be grounded in some sort of perception of the whole picture before the individual arrives at "plausible but tentative formulations" (Bruner 1966, p. 13).

All of this has tremendous implications for social studies teachers who seek to assist students in understanding the world around them and developing informed judgments about other nations and cultures. Knowing that the detailed approach cannot work, what is to be done in the modern social studies classroom? Students need to develop the skill to examine their world through multiple looking glasses providing a diversity of perspectives into the complex dimensions of the social world. Students must look beyond contemporary perspectives toward informed anticipation of what is to come and judgment about how to deal with both the present and the future.

Boulding (1988, p. 96) suggests that "we can try to know the world we live in by exercising our minds in several different ways to compensate for the fact that we cannot know everything experientially." She speaks of a template for ordering information or a system for filing data so "it adds to our knowledge without cluttering our minds." The structure should be memorable, easy to use and generally applicable so the student learns a template through which to analyze any number of challenges and situations

which demand attention in and outside of school.

In specific terms what should such a template look like? If too complicated and laborious it will likely prove to be unwieldy and prone to sitting on the mental shelf, infrequently used by the student. The template or structure for investigation will serve the student best when it is easily grasped by the student and sufficiently adaptable to many circumstances so that it can spur the student to develop his or her own structure for organizing learning and experience. Above all, students need to understand the structure at a very deep level for the learning enterprise to have immediate meaning and future application (Krathwohl, 1958, p. 45).

Just like the investigative reporter, the student needs to ask a set of questions to get started. It is from the trade of the investigative reporter that a template for conducting the investigation comes to mind. Asking who, what, where, when, and why form the initial structure of inquiry for any good journalist. These questions and others similar to them also can structure a student's investigation of a complex social situation.

The utter convenience of the template makes it attractive. We can all remember "who, what, where, when and why." Besides being memorable, such a structure is easy to use. Its questions are simple, yet broad in scope. It forms a set of categories into which the student can place appropriate data, perceptions and relationships. It allows for non-specific transfer as the questions can be applied to many, diverse sets of social circumstance.

This is not to suggest that a quick "who, what, where" will yield a thorough understanding of any situation. Indeed, there are distinct limits to the application of the practice. Nonetheless, there are also ways to add deeply to the meaning of each of the questions asked when one understands the implications of perspective with respect to people, places and time.

Who?

Asking "who" is a base question for the investigation of social reality seeking multiple perspectives for it is through one's self and others in a very expansive sense that one can begin to understand the human dimension of the problem. Appropriately, the investigation begins with looking at how a set of phenomena affects one's self. How am I related to this set of circumstances? What do I see, feel and think about it? All students can bring a set of experiences to which they can refer as a starting point.

The investigation moves beyond one's initial personal reaction to seeking to understand how others perceive and feel the situation. The student needs to identify

possible individuals who are affected by a given set of circumstances. Some will be greatly impacted, others touched peripherally. To the Muscovite, the emergence of the Russian Republic has a different significance than to the New Yorker.

Students need to practice putting themselves in the shoes of other people. They can read or hear primary accounts of an event or set of events from diverse individuals. Lacking sufficient resources, the teacher can design an activity whereby students specifically describe an individual (i.e., age, location, occupation, gender) and write a personal reaction or diary account assuming the role of that individual. The set of individuals should approximate the diversity of the population of the real world in order for the class to appreciate the resulting diverse perspectives. As the assignment is shared within the class, the group can begin to develop a collective sense of the various perceptions of the same event which will likely differ based on personal circumstances and experience.

By examining one's own perception and then perceptions of others an important understanding evolves. The student begins to understand that he or she has a perception of the world and importantly this perception is not universally shared. This is basic to what Hanvey (1979, p. 4) terms developing "perspective consciousness."

The human dimension is obviously central to the social sphere. By drawing upon the experiential wisdom of many individuals, students can develop a sufficiently broad insight into how people are affected by a situation and how that determines their understanding of the circumstances. Equally important, insight into the social sphere goes well beyond the cognitive domain. For the student to understand events and circumstances, he or she needs to share in some fashion the feelings of those affected by the events.

Where?

Students need to understand the importance of the environment in defining and clarifying a social situation. They need to be able to recognize important environmental features and the implications of the features on human events. They also need to recognize that one's place can have a profound effect on one's interpretations of events. By attempting to put themselves in another place and to look at events from that place they can add to their understanding of the situation and develop broader insight into the events.

"Starting from where we are is the most natural way to conceptualize a whole of which we are a part" (Boulding, 1988, p. 95). Consequently, starting at home in identifying spatial relationships makes good pedagogical sense. Where one is situated will affect one's perception of a set of circumstances. In the case of Russia, one who is

located in St. Petersburg will examine the situation differently from one who is located in St. Paul. For the resident of St. Petersburg, perception moves from the small to the large as he or she looks at the circumstances of the conflict. For the St. Paulite, looking from afar, a different vantage point can create a different perception.

Unique environmental features of both home and afar need to be identified and studied as to their significance. Description of environmental features needs to be conducted at both micro and macro levels, examining similarities and contrasts to understand spatial relationships. By definition, space is three dimensional and the examination needs to account for this feature through creative use of three dimensional resources.

When?

Students need to place events within a temporal context. What has happened in the past and what one can anticipate to occur in the future have great bearing on the understanding of complex human events. It is in the temporal dimension that the detail of human history reaches mammoth proportions. In no way can the student hope to grasp all the detail of the infinite number of events preceding that which is being studied. An effective strategy for developing a temporal insight is needed.

Elise Boulding (1988, p. 3) speaks of the 200 year present. To examine history and speculate about the future, one should start with the present and look back to the time that someone living today could have lived in the past and forward to the time another could be living in the future. She suggests looking back one hundred years (individuals 100 years old were living at that point) and looking ahead 100 years (babies have the potential to live about 100 years). Collectively, the life span of the population is about 200 years, and it is within this time period that the people currently living on the planet have direct roots to the past and the future.

For example, changes in Russia can be viewed in part by examining the history of the region for the last one hundred years. The study is rooted in the present and at the same time would provide a rich array of historical background to present day events. Likewise, it is possible for the student to speculate on events for the next 100 years based on what has been learned about contemporary events as well as those of the past century.

Chaos scientists have learned the importance of initial conditions in describing the physical world (Feigenbaum, 1990). Likewise, initial conditions play an important part in describing a set of social phenomena. The learner studying complex social situations needs to ask what were the initial conditions affecting the current reality. For example,

the study would necessarily look at the rule of the tsars, historical relations with neighboring states, and development or lack of development of a capitalist economy in order to provide an understanding of current conditions in Russia.

Understanding the "when" question allows the student to place current events in a larger framework of time. Relationships between past and anticipated future events provide the learner with a continuum of events through which learning can be structured. Once an understanding of the 200 year present is established and initial conditions studied, it is vital that relationships among events are discussed so that not only a chronological template is made but a meaningful understanding of multiple cause and effect is developed and applied to the current situation.

Why and What If?

Examination of the questions of who, where and when is basically descriptive in nature while at the same time revealing relationships and multiple perspectives. It clearly adds to intuitive understanding of a given situation. However, to dig deeper into the set of events one needs to consider why the world is being shaped as it is and what would happen if some action were taken to alter events. The "why" and "what if" questions take the student into a far deeper examination of the issue and provide for the sort of understanding that leads to informed judgment.

Students need to recognize that the social conditions which they have been studying didn't just happen but were created by people. As people create the social reality, it inherently follows that the student does and will do the same. Personal responsibility for global civic and social action enters the picture and the stakes are significantly raised.

The "why" question seeks to explain underlying reasons for a set of events. It looks at what is "underneath" the obvious, what is the "real message" being relayed, what is seemingly part of the reality but also what is missing. Levels and layers of meaning can be discovered through an investigation of why events or situations are as they are. It is a matter of delving deeply into what Peter Berger and Thomas Luckmann (1966, p. 97) call the symbolic universe, the social memory and tradition that describes that which is not directly experienced. "If one is to understand their meaning (symbolic universes), one has to understand the history of their production." Taken a step further, to understand such a history, the learner must ask why a given set of institutions, ideas and concepts was developed in response to a given set of circumstances. This is particularly important in seeking to understand why the Bolsheviks were successful in 1917 and why the Communists encountered problems in 1991.

The student is an excellent resource for the generation of "why" questions. The challenge for the teacher is to tap students' natural curiosity and to channel thought into expression of that about which they wonder. Ongoing layers of "why" questions are appropriate for digging ever deeper into the hidden meanings of events. The teacher needs to continually challenge the class in order for the investigation to work through the multiple layers of meaning that are the hope for understanding the social reality being studied.

As "politics is the practice of choice, not just the choice of candidates but, more profoundly, choices about what kind of common life we will have (Mathews, 1990, p. 57), students need to practice examining choices. The "what if" question provides a vehicle for such an investigation. It is through asking "what if" that students can begin to define alternatives and consider the implications of instituting alternatives.

As with the "why" question, students, themselves, are an excellent resource in generating directions for the "what if" investigation. The collective creativity of the class with appropriate guidance from the instructor can lead to a discussion of a wide-ranging set of alternatives. Students need to draw upon what they have learned about perspective and ask questions that recognize diverse perspectives to any set of circumstances. By adopting various perspectives when asking "what if," the investigation will naturally touch upon diverse alternatives. Each alternative in turn should also be examined from multiple perspectives. In so doing, students are building upon what has been learned, applying it to potential futures and in the process practicing the sort of informed judgement that global citizenship demands.

> To recognize the role of perspective and vantage point, to recognize at the same time that there are always multiple perspectives and multiple vantage points, is to recognize that no accounting, disciplinary or otherwise, can ever be finished or complete. There is always more. There is always possibility. (Greene, 1988, p. 128)

The template of the investigative reporter is one vehicle to investigate complex social situations in other nations and cultures. In no way does it provide an end to the quest for understanding. Rather, the template is a beginning. It seeks a wholeness through the use of multiple perspectives applied to people, places and time. It challenges students to reach meaningful understanding of remarkably complex circumstances that are far removed from their personal experiences. It provides for practice in understanding alternatives and making choices. It offers possibility for insight into the labyrinthine social sphere.

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4

Connecting With The Global Community

Richard Oakes Peters

There is a need for today's children and youth to "connect" with the cultural diversity found in the global community of humankind.

Effective 21st century living will, in part, require that each individual become cosmopolitan in his/her outlook and understanding of others. Individuals will be required, at the worksite and in countless social situations, to understand people, cultures, languages, lifestyles, and value systems that differ from their own. Otherwise, harmony and mutual prosperity among the diverse social groups that comprise the global community cannot exist.

Globescope

As an introduction to global cultures, students can apply acquired social science research skills to inquiry and data collection activities as they study cultures that are nearby/close to home and distant/far-removed.

Using print materials, audiovisual presentations, documents, and cultural artifacts, students collect data and organize it for analysis using the GLOBESCOPE matrix (See Figure I).

Working alone or in inquiry teams, students research sources, collect/organize analyze data, and design visual presentations. The matrix schema allows for the simultaneous comparison of several cultures, and enables students to discover how cultures are alike and different in subtle and obvious ways. Such displays form the basis for class discussions, research reports, bulletin board displays, and student-made media presentations.

Lifespace Experiences

While the GLOBESCOPE research strategy introduces students to diverse global cultures, the local community can be used to formally introduce students to the unique multicultural characteristics of the immediate lifespace environment in which they live.

The world is our home--but its definition and character are to be found in one's immediate lifespace environment. Phenomena and traits discovered while developing the matrix come "alive" when directly experienced.

Handling artifacts will help students to understand the natural resources used to create culture-related objects, e.g., grasses, clay, stones, mineral, and mud, thus telling them something about the ecosystem in which particular social groups exist and prosper.

Looking at and touching art objects, ceremonial costumes and everyday dress, tools, utensils, and weapons can help students better understand the character of diverse cultures. Observing art objects will enhance students' awareness of what "beauty" means to different people in different cultures.

Listening to folklore and native music will help students understand the history of diverse groups. Watching live performance, e.g., dance and drama, will nurture an interest in discovering more about selected groups.

Within the classroom, each student should be encouraged to research his/her roots in order to discover ancestors; to develop a sense of pride in and understanding of one's heritage; and to find one's "place" in the never-ending human saga.

Resources that students can be exposed to, interact with, and learn from include (but are not limited to):

Exhibits	Displays of paintings, sculpture, pottery, glassware, and toys that can be viewed and studied.
Cinema	A study of the silent and sound films that depict the culture and history of human groups -- past and present.
Festivals	Celebrations and demonstrations that depict the history and skills of diverse social groups.
Dance and Drama	Performances that are experienced directly and which depict culture's history.
Events	Occurrences such as reenactment, presentations, and appearances that tell something about diverse cultures, historical figures, and contemporary personalities.

Comments

By combining GLOBESCOPE research activities with field-based experiences in the community, students, are made aware of/exposed to diverse cultures, and begin to perceive the similarities and differences among social groups that share the common home: earth.

As students become culture-literate individuals they (1) are aware of the human-made world around them, (2) are informed about past and present conflicts, issues, problems, and situations related to social environments, (3) have empathy for the plight of diverse social groups, (4) understand the character of social environments that are nearby/close to home and distant/far-removed, (5) have developed attitudes and opinions about culture-related issues in contemporary life, (6) perceive relationships among social groups, (7) recognize the similarities and differences among the traits of diverse groups, and (8) are committed to action in order to make the global community a better place in which to live and prosper.

FIGURE I

GLOBESCOPE MATRIX
TRAITS

CULTURES	1	2	3	4	5	6	7	8	9	10
A										
B										
C										
D										
E										
F										
G										
H										
I										

1 Dress
2 Diet/food
3 Shelter (types)
4 Family structure/functions
5 Education
6 Government structure and functions
7 Division of labor
8 The arts
9 Tools and weapons
10 Religion: structure and functions

5

Bringing the World Closer to Home

Clark Johnson

One of the most important challenges in global education is to assist students in seeing how others see and feeling how others feel. It is a daunting task, yet one that needs to be addressed directly if students are to "walk in another's sandals." It demands practice on the part of students. "Perspective Posters" and "Letters From Afar" are two activities which help students to view events from another person's point of view.

Title: Perspective Posters
Purpose: Students will try to see as others in another place see.
Subject and Grades: Social Studies, all grades
Time: One to two periods
Description: We all tend to see the world from our own vantage point. Have you ever seen a poster from the *New Yorker* Magazine showing a New Yorker's view of America? It's a good example of vantage point perspective. Ask students to draw a poster showing the view of America or the world from their hometown. Then have students draw a poster showing the view of America or the world from another place. For example, this could readily be used to study events in Haiti. A view of the world that includes Haiti would be vastly different if one is in Port-au-Prince, Miami or Minneapolis. Create a gallery of the posters and reflect on the experience by comparing the views represented in the posters.

Title: Letters from Afar.
Purpose: Students will try to feel other people's reactions to a big event.
Subject and Grades: Social Studies, all grades
Time: One to two periods
Description: Whether it be emerging peace in the Middle East, war in Chechnya, monetary crisis in Mexico or any of many big events in the world, people across the globe are likely to react differently to the events. In this exercise, ask students to identify who in the world would be directly or indirectly impacted by the events. From a long list of possibilities, have students choose a person and write a letter from that person to another discussing the events. Students should read their letters to the class. Afterwards have them reflect on what they heard by discussing what is common and what is different in the letters, and how they felt listening to the letters.

6

Coming Down the Road: Exploring Local History with Six, Seven and Eight Year Olds

Robert W. Maloy and Sharon A. Edwards

"See that path? Just a trace through the woods till it joins the blacktop down the hill, but folks have been traveling it for thousands of years. It is an old, old, old, old road." The image of an ancient passageway opens George Ella Lyon's wonderful picture book, *Who Came Down That Road?* Her words and Peter Catalanotto's paintings seek to answer a young son's question--"Who came down that road, Mama?"--about a place near Lyon's Kentucky home. Their answers transport readers and listeners on an imagined journey backwards in time past settlers in covered wagons, musketed Civil War soldiers, indigenous peoples, ice-age mastodons, and early life in a primordial sea.

The book invites teachers to consider roads, rivers and passageways in their own communities as conduits for exploring a multicultural history of people and places with six-, seven-, and eight-year-old children. The metaphor of people flowing through time and converging at a particular place becomes a unifying theme for student projects that "bring the world closer to home." During classroom activities, youngsters first act as historians, inquiring about who came down one of the roads in their community. Then as researchers investigating their own questions through creative and historical thinking, they consult many sources of information. Finally, as authors and illustrators of history, they share what they have learned with others. Throughout the process, they discover how past, present and future come alive through the stories of people and places.

We read *Who Came Down That Road?* to introduce the history of the local community and its peoples to first and second graders attending Mark's Meadow Elementary School in Amherst, Massachusetts. Like many districts throughout the United States, the Amherst district requires teaching local community history as part of the K-6 social studies curriculum. First graders "focus on families here and around the world" and compare family life in Puerto Rico and Japan with their own families' lives. Second graders learn about the "ethnic, racial, farming and commercial communities" of Amherst as well as life among Native Americans and people in Russia. In grades 3 through 6, children continue to study countries and/or cultures other than their own (Amherst-Pelham Elementary Social Studies Curriculum, 1991).

Our approach to local history seeks to demonstrate to students how history is created by the actions and decisions that ordinary people make in the course of their daily lives. We highlight America as a country composed of communities of immigrants and newcomers from nations and cultures all around the world. We want to enlarge young children's understanding of the past by placing the struggles and accomplishments of diverse peoples at the center of the social studies curriculum. This commitment to multiculturalism and community is strengthened by the diversity of our student population--one in three elementary-age children in the district are African American, Latino, or Asian. Many recent immigrant or refugee children in the district are learning English as a new language.

Engaging Children in History Through Writing

We integrate children's writing and drawing into learning about history because writing is **fun-da-mental** (fun-from-the-mind) for children--the key to unlocking their creativity, imagination, and enthusiasm for knowledge (Edwards & Maloy, 1992). Through writing and drawing, students have opportunities to express what they are thinking through their own oral and written communications. Writing helps to ensure that every child's cultural and linguistic experiences are honored as important dimensions of self-expression and self-identity formation in the classroom and in the larger community.

As part of a whole language approach to teaching and learning, every child is assisted in and expected to enjoy participating in writing activities. Everyone has access to many materials that support self-expression. At the outset of the school year we say to the children: "You are all writers right now because you have ideas and pictures in your head. You can write, draw, or tell these to someone else. Writers do this all the time. They communicate their ideas using words and pictures. Writing allows you to share what you have that no one else has in exactly the same way--imaginative and creative ideas, stories, poems, songs, questions--and to express them however you choose."

Six, seven and eight year olds write everyday in the classroom as part of language arts, mathematics, science and social studies. They try many different genres including poetry, letters, fiction and nonfiction stories, memories, and biographies. All the children keep "I Wonder" journals in which they write questions that they are wondering about. After recording their questions, children do exploratory activities to learn more about their topic. For example, one boy read a book and performed an experiment to answer his question about how much air weighs; a girl played with a flashlight in a dark room and invited other children to join her to understand how shadows are made; three children researched how people get their last names by interviewing the school librarian whose family of African descent had to choose a name to use in this country after the

Civil War.

Asking questions and researching new information are an important part of children's learning in all subjects, but notably in history and social studies. "Children construct historical meaning by making and confirming predictions as they talk with others," noted educator Karen Jorgensen (1993, p. 11). Inquiring about "who came down that road?" lets children start generating hypotheses and predictions about the history of families, communities, and cultures, particularly those people and places in their own town or neighborhood. "I Wonder" journals develop historical understandings by placing children's questions and discoveries at the center of their learning. Through this form of journal writing, students experience the power of learning about the past and communicating that information to others. In sharing what they have learned, they teach the entire class, including the teacher.

A Road in Our Town

"Imagine a road in our town before it was paved with blacktop," Sharon comments to the children after she finishes reading George Ella Lyon's book. "Who might have come down that road long ago before you were born?" Amherst has three main roads, and the class decides to learn more about North and South Pleasant Street running the length of the town from Hampshire College in the south, past Amherst College in the center, and through the campus of the University of Massachusetts to the north of town. Along the 10 miles of this road are neighborhoods, restaurants, bookstores, merchandise stores, a fire station, the town common, and the children's school.

Considering who might have come down North Pleasant Street, past Mark's Meadow School, during various times in history is preparation for a class visit to the Pratt Natural History Museum on the Amherst College campus. This small museum displays many of the artifacts shown in the book--Indian arrowheads, mastodon skeletons, dinosaur footprints--along with maps of the Pioneer Valley in Western Massachusetts during different historical and geological eras. The children's first-hand glimpses of objects and illustrations from the past stretch their thinking beyond the "here and now" of immediate daily experiences. As they tour the three floors of displays, the children write important information that they want to remember as well as questions they want to answer in their "I Wonder" journals.

Back in the classroom, remembering the story and recalling the objects seen at the natural history museum, the children draw history pictures about what and who might have come down our road millions, thousands and hundreds of years ago. In a writing process approach to history, children's pictures are an important step in historical sense making because they enable the students to visually represent their historical

understandings. The drawings allow Sharon to talk with the children about what they have included in their pictures and why. During such conferences with students, as teachers "probe to find out more about what they know, we stimulate them to rethink and clarify their ideas" (Jorgensen, 1994, p. 64).

Drawing history pictures also provides an opportunity to construct a rudimentary timeline of the passage of local history: Two hundred million years ago dinosaurs walked where the town is now; 10,000 years ago indigenous people settled in the region; 375 years ago the Pilgrims landed 100 miles east in Cape Cod Bay; 236 years ago European immigrants established the town of Amherst; 132 years ago the University of Massachusetts was founded under the Land Grant Act; 80 years ago a factory in the town, using materials imported from Cuba, was the largest producer of Panama hats in the world. The children choose what historical scene to illustrate on the timeline--dinosaurs, native peoples after the last Ice Age, colonial settlements, or the 18th century when streets were unpaved and transportation was horse-drawn.

On their second field trip, groups of children take walking tours through the town center. Our purpose is to acquaint them with peoples and places on the street today, and to have them create maps of where they have been. While in town, they will talk with merchants and employees in stores and offices, and then sketch what they see. The groups, accompanied by adults, disperse in four different directions with lists of places to go and items to purchase. One group starts at the new police station and takes a tour of the jail. Crossing the street, they walk through offices and then purchase frozen yogurt at a nearby family-owned shop. Another group buys a bag of fortune cookies at the town's oldest Chinese restaurant before turning the corner to peruse 20 choices of pizza for sale by the slice in the newest pizzeria. A third group purchases daily newspapers at a stationery store that has been in business in the same building for 80 years and then crosses the street to enter the new wing of the town library. The fourth group buys small balls at the toy store, gets bagels and cream cheese at a bakery, and mails letters at what used to be the main post office.

Returning to school with their purchases and their maps, each group reports their experiences on "The Before Noon News," a daily class meeting time. Afterwards everyone eats the food for lunch. During the next two weeks the groups construct a paper map of the section of town they explored. By connecting the four sections, a map of the entire commercial center of Amherst appears. For children more familiar with the shopping mall in an adjacent community, exploring downtown has been a novel experience. Their map displays the large diversity of goods and services in our town.

After establishing a "Who Came Down That Road?" theme by exploring a road in the town, there are many ways to expand further children's historical understandings.

For example, students create murals, quilts, posters, bulletin boards or other visual displays of what they are learning about their community and its peoples. They write stories or poems about the past, present and future. They act as historians of everyday life, recording interesting things that happened to them and their families during the week. From these records, they construct personal narratives about their experiences. They become involved in an environmental clean-up, food drive, a petition for safe sidewalks or other community service project with the people who live in their town. They read about the history of people and places by using children's literature text sets (see suggestions at the end of this article). As they write, draw and read, children express their ideas and reconstruct their understandings of the past.

Making Local History Multicultural

One of the challenges of teaching local community history is to recognize that many people have lived in the town or neighborhood for decades or even centuries, yet because of racism and discrimination, have been denied a place in the official histories of the state or region. In New England, for example, everyone knows that some descendants of European immigrants trace their forebears to the 16th and 17th centuries. Native American people have lived here much longer, but their experiences are neglected in history texts. African Americans were part of European communities, but their experiences are not familiar to most of us. Newcomers from Asia and Latin America who may have been in the United States only a few years or months are not discussed in most history classes. As a result, African American, Latino or Asian children may feel disconnected from discussions about the local community. Looking back in history to find virtually no accounts of the daily struggles and accomplishments of their peoples is a disillusioning and saddening experience for many of these youngsters.

A key strategy for achieving a more inclusive and multicultural perspective about local history is to provide six-, seven-, and eight-year-old children with a larger view of a small place. Traditionally, history has been taught to children in ways that offer them small views of a very large place. They are expected to learn an overview of 350 years of American history. The enormous number of historical facts makes the people and places of the past and the present seem remote and confusing. Alternatively, we seek to provide young children with interactive, hands-on ways to learn about who is part of their local community. In this way, the town or neighborhood is made smaller and more understandable while history is enlarged and expanded to include the stories of diverse peoples and cultures.

For example, the first Cambodian American to graduate from the University of Massachusetts came down North Pleasant Street in 1989. For children newly arrived in the United States from Southeast Asia, this young man's story is a powerful example of

achievement and accomplishment. Many other ordinary and extraordinary people from diverse groups traveled the roads of Amherst in the past. The poet Robert Frost made Amherst his home from 1917 to 1938. The first trolley tracks were put down by Italian immigrant workers in 1897. Silvester Graham, inventor of the graham cracker, lived in the town in the 19th century as did the poet and writer, Emily Dickinson. Frederick Douglass, the African American anti-slavery advocate, once spoke in Amherst in the years before the Civil War. The abolitionist and feminist activist, Sojourner Truth, lived several years in a utopian community in nearby Northampton, Massachusetts. Native peoples known as Pecomtucks and Nonotucks lived in the region before colonial settlement.

Not every community has a university, but every place has history made by people from different races and cultures. In a nearby town, children are studying the history of the immigrants who worked in the mills along the Sawmill River. At another school, students participate in reconstructing the course of a Native American trading route that ran between present-day Stillwater, Massachusetts, and Stillwater, New York. At a school in Boston, founded in 1713, students learn the early history of city neighborhoods, including the stories of Paul Revere and Samuel Adams, who graduated from their school. The children then serve as tour guides for pen pals visiting from another school in the city. A school in New York City with 50 different first languages among its students is planning to spend next year studying the history and present-day surroundings of its Manhattan block.

Teaching local history multiculturally is not simply adding new names to the textbook for young children to remember. It means affirming efforts by oppressed groups to combat discrimination and achieve freedom. It means focusing on ordinary as well as extraordinary women and men whose actions and decisions make a difference in community life. The stories of diverse groups reveal historical dynamics from multiple viewpoints, not just those of the dominant culture. Seeing history from diverse points of view makes possible, in the words of multicultural educator James A. Banks (1988, p. 2) "the infusion of various perspectives, frames of reference, and content from various groups that will extend students' understanding about the nature, development and complexity of U.S. society."

Importantly, the "Who Came Down That Road?" theme propels a discussion of diverse groups in American society throughout the school year. Focus is placed specifically on the struggles of Native Americans and African Americans to achieve equality and justice in the face of long-standing discrimination based on race and culture. Thanksgiving is examined from the points of view of the Pilgrims sailing from Europe and of native North American peoples whose agricultural developments we depend on today. The children prepare and enjoy a feast of foods that American Indians cultivated

and traded before giving them to the peoples of the Eastern hemisphere: popcorn, maple syrup, potatoes, beans, cranberries, sunflower seeds, peanuts, chocolate, vanilla, squash, peppers and tomatoes (Weatherford, 1988).

As part of Black History study, the children discover that the blue postal box, traffic light, refrigerated truck, and many other common objects they use in their everyday lives were created by African-American inventors and scientists. In conjunction with Rosa Parks' birthday in February, the class reenacts the Montgomery Bus Boycott. The children learn that Rosa Parks refused to give up her seat, not because she was tired that day, but because she (along with other members of the community) believed it was time to challenge segregation in public transportation. In the spring, as part of the study of families, Sharon reads the biography of George Washington Carver who, orphaned by slavery, was responsible for his own livelihood from childhood. His work as an agricultural chemist and educator fundamentally changed farming techniques in the rural South.

Using the theme of people coming down roads, rivers, and other passageways, teachers can also enlarge the discussion of local history to include groups and communities in other countries and cultures. As part of the Amherst curriculum, children examine people and places in Puerto Rico, Japan, Russia, or among Native American peoples. Individuals from those different cultures become resources for the class, telling the class about roads and communities in their native countries. The children learn that people in other countries and cultures form families and communities for the same reasons as do people in their town or neighborhood--to achieve peace and prosperity by living and working together cooperatively. They see how all of us share the responsibility of creating local communities and a global society where diversity may flourish without prejudice and discrimination.

People and Places Text Set Suggestions

Who Came Down That Road? George Ella Lyon. Paintings by Peter Catalanotto. (New York: Orchard Books, 1992).

Roxaboxen. Alice McLerran. Illustrated by Barbara Cooney. (New York: Puffin Books, 1991). A young girl, with the help of her sisters and neighborhood friends, creates an imaginary town in the desert where they live.

In My Own Backyard. Judi Kurjian. Illustrated by David R. Wagner. (Watertown, MA: Charlesbridge, 1993). The landscape in the backyard changes dramatically as the storyteller looks backwards in geologic time.

Window. Jeannie Baker. (New York: Puffin Books, 1991). A wordless picture book chronicles the ecological changes that occur around a house in the country during a baby's lifetime.

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7

Teaching About Other Cultures

Winship Magnet School, Macon Georgia

Round The World

Julia Mitcham

Objective: To identify different nationalities from around the world through native dress. To recognize the need for world peace.

Materials: construction paper (variety of colors), ruler, scissors, glue, tissue paper (variety of colors)

Procedure: Cut many 16 by 5 inch strips of construction paper (different colors) - enough for each cooperative group. Fold each strip in half and then in half again. Photocopy the figure shown and cut it out. Place the pattern on your folded paper and trace around it. Cut out and unfold. Assign each group a number of countries. Have them dress the figures to represent the native dress of the particular countries.

To emphasize world peace, have students do research on the United Nations to support this activity. Create a bulletin board with a world in the center and the different nationalities joined hand and hand.

Climate's Effect On Clothing

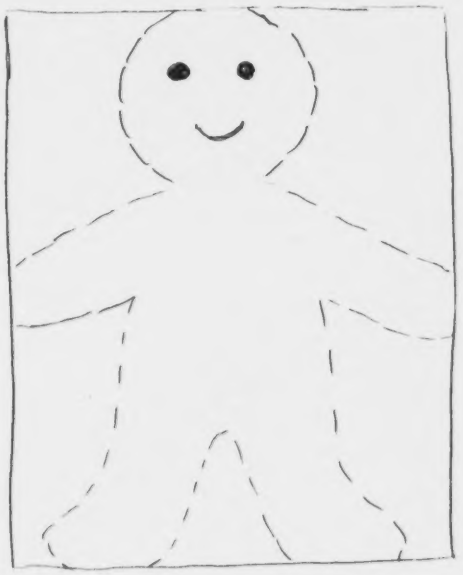
Peggi Joyner

This is a project we did in our kindergarten class. Part of the work was done together in class and part was done independently at home. I recommend it for use in any kindergarten through third grade class that wants to learn more about clothing from around the world, especially as it relates to the climate of the area.

Our class used classroom discussions and individual observations to form a foundation for knowledge of weather conditions. We defined climate as the normal weather of an area. After looking at traditional clothes from some countries, we wanted to find out what kind of weather the countries have and how it affects the type of clothes the people wear.

Children were given a cut out paper doll and chose a country to dress the doll in its traditional clothing. Parents helped them do this part at home. Each child returned the following form with the paper doll, and we discussed it in class.

Each child shared their paper doll with the class through an oral report. The class located the countries on the globe and discussed weather factors that caused people in that country to wear those clothes.



Country _____

Average temperature

Summer _____

Winter _____

Annual Rainfall _____

Other factors affecting the type of clothes worn _____

_____

Source of information _____

_____

Child's name _____

Rain Forests of Central and South America

Peggy Puryear and Julie Kunce

For a unit of study on the rain forests of Central and South America, we began by decorating our room to resemble a rainforest. We twisted lengths of brown wrapping paper for vines. Leaves and strips of green tissue paper were placed in the folds of the vines. Tissue paper flowers were stapled on the vines at intervals. Each child was given a pattern of a hummingbird and squares of different colored tissue paper. The students tore the tissue paper into small pieces and glued the pieces to the pattern. The hummingbirds were attached to the vines so their beaks were in the flowers. Each cooperative group was assigned an animal from the rain forest as its mascot. Students drew their animals on large paper, decorated them, and stuffed them with newspaper. These were hung from the ceiling over the group. The animals selected were the tapir, toucan, boa, sloth, monkey, and lemur.

Math

Each child was given a gummy worm and asked to measure it with an inch ruler. The children took a bite out of the worm and measured again. This was repeated again. A chart was made with 2 inches, 3 inches, 4 inches, other across the top. Each student was given a paper snake to decorate and place under the matching length to their eaten snake. The students then created a matching graph when they came to the computer center.

Language Arts

Take the name of South America and write it vertically on a page. Have students think of something from South America that starts with each of the letters. Example:

Sloth
Ocean
Uraguay
Toucan
Hummingbird

Have students complete this statement: If I got lost in the rain forest . . .
Have students write an answer to this question: What layer of the rain forest would you like to live in and why?

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Spelling

Assign words associated with Central and South America,

rain forest,	layer
snake	growing
save	jungle
Brazil	extinct
equator	Amazon River
Indians	sloth
monkey	ocelot
tapir	gecko
tree frog	butterfly
harpy	eagle

canopy

Art

Create the Brazilian flag out of construction paper.
Create "Save The Rainforest" posters and place them around the school.
Make "Worry Dolls" from clothespins wrapped with yarn for the children to tell their worries to and place under their pillows at home.

8

Champagne Wishes and Caviar Dreams

Darlene Stewart Young

As Dionne Warwick croons the lyrics to "Champagne Wishes and Caviar Dreams," Robin Leach invites viewers to sail away with him to the playgrounds of the rich and famous. The appeal of traveling via the television set to far away places has skyrocketed this effervescent production to top ratings. Is the allure of foreign travel relevant only to adults, or might children be likewise enchanted to plan their own excursions? Fourth graders in my classes over the years have resoundingly answered "Yes!" to this proposition. Join me as I invite you on an imaginary journey entitled "Around the World in a Box."

Since the dawning of time, we humans have been enchanted by our world, excited to explore what might lie just over the horizon, and thrilled by the sights and sounds of our fellow planet travelers. As our world "shrinks" due to rapidly growing transit and communication systems, it becomes imperative that children understand and appreciate the connectiveness of lands near and far (Frederick, 1990). "Authentic learning," learning that occurs when children are given the opportunities to connect facts and figures with real life situations has been endorsed by many (Warrick, 1990). Piaget stated that a child "creates intellectual structures (thinking patterns) as he/she acts upon the environment" (Gruber 1979, p. 13). Through experiences, mental structures are formed which make more logical and complex thinking possible. Therefore, Piaget felt "learning by exploration or active involvement [was] always preferable to learning by rote" (Gruber, 1979, p. 14).

Barbara Hatcher reported that although social studies textbooks attempt to provide overviews of civilizations through the use of narratives and pictures, texts can "never substitute for the experiences of handling an object or viewing it in three dimensions" (Hatcher, 1992, p. 267). Constructivists' viewpoints are cheered by many early childhood teachers as they struggle to enrich the lives of students beyond the textbook. In my own experience, I longed for a creative strategy to broaden my students' awareness and appreciation for other cultures. Quite by accident, I found a recording entitled, "I'd Like to Teach the World to Sing (in perfect harmony)," which features a bird as a guide to an imaginary journey around the world through music. The idea of traveling in the "mind" to distant destinations was born.

A Journey Launched

The purpose of this article is to share how I developed a plan for teaching world cultures using imagery. Following a basic thematic outline map similar to the one proposed by Beverly Eisele in *Managing the Whole Language Classroom* (1991), I changed the physical look of the classroom. To know something about France, it was plain that the class had to begin "experiencing" France (Turner, 1992). Changes made to facilitate this process included the following:

1. Moving desks in a circle creating a large space in the center of the room as well as display stations around the primeter
2. Decorating walls with large travel posters
3. Hanging flags of various countries from the ceiling (These were made from bedsheets and tempera.)
4. Placing a huge square of carpet in the center of the room
5. Filling display tables with memorabilia, books, pictures, tapes, cassettes, and other materials
6. Changing calendars and bulletin boards to reflect the languages of various cultures
7. Affixing foreign language labels to objects throughout the classroom

Next, I set the stage by issuing passports and souvenir bags at the classroom door the following day.

Inviting the children in my class to sit in the magic box (a carpet square), I positioned the needle on the record player behind my back. As the music began, the children and I swayed to the tune's lyrics inviting us to sail away. As our minds carried us up and away from the classroom, we found we had reached our first destination--Paris, France. Day One was christened "Get Acquainted Day" as slides from a recent vacation illuminated points of interest on a tour of the country. Following the slide presentation, students were invited to divide into mini-excursion groups to visit the various resource stations in the room in order to learn more about the things they had seen in the slides. At the map center students used yarn, flat maps, and transparent tape to plot their journey. Rulers were nearby for those wanting to know the exact number of miles traveled. Longitude and latitude coordinates were decoded to reveal names of famous points of

interest. At the encyclopedia center, children were encouraged to find the answers to trivia questions such as "How long did it take to complete the Arc de Triomphe?" The book nook (a six foot Eiffel Tower secured from a local grocery store's cheese display) served as a gathering place for independent reading. The picture file center contained post cards and magazine clippings which children matched with descriptions. Velcro secured the matched pairs to a giant poster. When the group reassembled everyone was anxious to share information about their latest "hot spot."

On Day Two the children and I returned to our magic box, and with the aid of a little "mood music," we found our way to the art museum--the Louvre. Children were invited to walk from station to station viewing and manipulating displays or artifacts. The miniature exhibits were presented atop velvet drapes and cardboard easels. Pre-recorded cassette messages about each artifact were placed at each station of the walking tour to tantalize viewers with bibliographical facts about the artists or other interesting information. Among the exhibits were reproduction paintings by Renoir and Monet. Paint brushes, paint, and easels were nearby for budding artists to try out their own talent. Children were also invited to sculpt using clay. As children returned to the classroom via the magic box, cooperative groups were formed to research various aspects of French culture. Children could choose from the following topics:

clothing	dances
money	music
language	historic sites
architecture	rivers
churches	famous land forms
homes	symbols of France
schools	sports
customs	foods

Posters made from facts gathered were added to our room.

Day Three found us once again in the magic box being serenaded by music as we traveled to a restaurant in France. This part of our journey proved to be one of the most enjoyable as the children tasted cuisine from France. Foods such as chocolate eclairs, bread, and orange marmalade were enthusiastically savored. As we boarded our magic box for home, our travel theme song burst from the lips of the contented travelers.

As a culminating activity for our travels, children were asked to create a "magic box" of their own. Students selected a different country and designed visual representations to fit on each side of a cardboard box. Suggestions for the sides included national symbols, pictures, architectural wonders, maps, and other details. To help children locate

information for their boxes, the librarian and I planned trivia hunts devoted to one aspect of the research such as the country's flag or architecture. Children created file folder games and activities for their chosen country. Games included word finds, puzzles, game boards, vocabulary match-ups, and diagrams of native costumes. Some children included brochures of their country which they had obtained from local travel agencies. When possible, students were encouraged to include photos, authentic music on a cassette tape, artifacts (with an accompanying explanation of their use) or a letter from their pen pal. One of the most popular ideas was to include a non-perishable food item from their country for fellow classmates to sample.

Dreams Do Come True

Our "box research activity" was carried out for several weeks. Some construction was completed at school while finishing touches were often added at home. In the end, our bookshelves were adorned with 26 delightful travel kits.

Children were encouraged to "check out a country" for a day by selecting a box from the shelf and exploring its contents during their independent reading time. As the children took trips "around the world in a box," appreciation, understanding, and knowledge of distant cultures became more than just an imaginary dream. The dreams became real!

At the end of the year students voted on their three favorite foreign destinations. Atlases were presented to the grand prize winners. The local paper printed an article about our travels complete with pictures of the students proudly holding their "corner of the world."

HELPFUL RESOURCES

World Pen Pals
1690 Como Avenue
St. Paul, MN 55108

"I'd Like to Teach the World to Sing"
Peter Pan Records
Peppermint Kandy Singers
Newark, NJ 07105

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9

Activities For Studying Ecuador Through The Five Themes Of Geography

Mary E. Haas, Cynthia Szymanski Sunal, and Lois McFadyen Christensen

In creating learning experiences for young learners, teachers need to apply learning theory to the study of content and skills. Using the learning cycle format, the teacher develops a lesson in three phases which helps students to construct their knowledge and master skills. The first phase requires that the student explore data with little guidance from the teacher so that the student's prior knowledge, including misconceptions, is revealed. By actively engaging the student in the study, the first phase also seeks to interest and motivate students to learn the content. The second phase uses multiple resources to present information for the students to learn. In the third phase the students apply the information learned in a new setting or test the degree of generalizability of their conclusions and revise or affirm the conclusions made in the second phase.

This learning cycle on Ecuador requires a week to complete. The lessons were written for middle school students, but may be used with older students. In the lessons students use an atlas and verbal descriptions to locate the four regions for which Ecuador reports its official statistics and look for relationships between the physical characteristics and the agriculture and food in the regions. The activity also stresses the movement theme of geography through trade and tourism and asks the students to consider the impact tourism might have on the Galapagos Islands, whose unique characteristics are largely a product of isolation.

Unless otherwise specified in the teaching directions, the learning cycle is designed to have students work with the data in small groups followed by a class reporting session and discussion to affirm or clarify points. In addition to the exercises, descriptions, and charts provided with these lessons, teachers will find it helpful to gather pictures and books about Ecuador and at least one atlas and Spanish/English dictionary for each group. Since the Galapagos is a national park and major tourist attraction, a travel agent may be able to assist by ordering a videotape to be shown to students. An encyclopedia is a helpful reference for details about unfamiliar crops and animals.

Teaching Directions

Exploration phase

Knowledge objectives:

1. Given a set of clues and an atlas, students will use their map skills and correctly identify Ecuador as the name of the nation described by the clues.

2. Students will locate Ecuador on the world map and describe its relative location.

Skill objectives:

1. Reading and interpreting geographic information from maps.

2. Using inference to match geographic data with geographic generalization about a nation.

Teaching procedures:

1. Arrange students in cooperative groups of 3-5 students and provide each group with an atlas and "The Mystery Nation" (Handout 1). Have the group use the clues to determine what they believe the mystery nation to be.

2. With the entire class discuss the groups' conclusions and how the different clues helped the students narrow their choices. Ask: "Which clue was the most helpful?" If the class has not agreed on the correct answer, provide the students with Clue 6: The name of this nation describes its location very well.

3. Have students locate Ecuador on a globe or world map and describe its absolute location using latitude and longitude, and its location relative to South America, North America, Mexico, the United States, Europe, and Australia.

Invention Phase

Knowledge objectives:

1. Given an atlas and descriptions of the characteristics of the Costa, Sierra, Oriente and Insular regions, students will correctly locate the four regions of Ecuador.

2. Given lists of the crops and livestock production of the regions, students will explain which products are produced in the regions.

3. Given pictures of Ecuador, students will group the pictures by the regions illustrated in the photographs and explain the reasons for their locational decisions.

4. Students will describe the characteristics of the Galapagos Islands that make them not only different from the other regions of Ecuador but from other places in the world.

5. Students will research the Galapagos Islands and offer explanations of how animals and vegetation started on the volcanic islands.

Skill objectives:

1. Use charts and maps to acquire geographic information.

2. Interpret geographic data from maps and charts.

3. Infer relationships between the location and physical characteristics of a region.

4. Infer relationships to make and test geographic generalizations.

Instructional procedures:

1. Tell the students that Ecuador is a small nation with great variety in its physical geography. Distribute the atlases and "Descriptions of the Regions" (Handout 2). Have student groups examine the maps showing elevation, rainfall and ocean currents off the west coast of South America to help identify the locations of the four regions of Ecuador. The three regions on the South American continent are Costa, Sierra, and Oriente. The fourth region is the Galapagos Islands.

2. Locate Ecuador on the map of South America including the Galapagos Islands. Describe the location of Ecuador and the Galapagos Islands relative to the equator. Review the relationship of the equator to the length of day and directness of the rays of the sun to temperatures.

3. Galapagos is the Spanish term for a particular reptile associated with these islands. The other three regional names, also in Spanish, are very descriptive of

the locations of the regions. Place the three names on the board and ask the students to speculate on their meanings and recall if they have every heard the terms before. If necessary find the words in a Spanish/English dictionary. Have students use the atlas to look at the physical map of Ecuador and speculate on the locations of the three regions. Distribute "Descriptions of the Regions" (Handout 2) and tell students to use the rainfall and vegetation maps and current map to help locate the regions. The three regions on the South American continent are Costa, Sierra, and Oriente. The fourth region is the Galapagos Islands.

4. After locating each of the regions, examine pictures of Ecuador and classify them by region.

5. Discuss relationships between the physical geography and the crops in each region with the entire class before asking the students to identify the regions that produce the various crops. Begin by reminding students that Ecuador is located on the equator and has a great variety of physical environments. Very often the physical geography of a region limits the crops that can be produced in an area, but people can do things to extend the length of a growing season or increase the amount of moisture a crop receives. Distribute "Agricultural Problems" (Handout 3) and "Domestic Animal Population" (Handout 4) to each of the small groups.

6. When the students have had time to determine that the answers are the Costa region and the Sierra region, discuss their choices and reasons. Explain that while most people raise chickens for their own food, people in different regions produce different domestic animals. Ask students to think about the characteristics of the regions of Ecuador and predict which region would be the biggest producer of animals to sell. Display Handout 4 on livestock and check student predictions with data from the chart. The chart illustrates the number of domestic animals raised in the various regions for the years 1974 and 1987 and the annual percentage increase in the number of animals produced in the regions each year from 1974 through 1987. Help students examine the chart by asking such questions as the following:

   (a) Which region produces the largest number of animals and which the least?

   (b) What are the products from the different animals?

   (c) In which region has the growth of animal production been the greatest? Why might this be the case?

(d) Why might the production of sheep actually decrease in the Oriente?

(e) Why do you think the production of swine had the greatest annual increase? Help the students see that the actual number of animals is sometimes greater in the other regions, but the percent change is larger for the Oriente. Explain that this is because the percent of growth or increase depends upon how many were produced in the last year. Eliminate consideration of the percentage of growth if your students have not studied percents.

7. Review and check what the students have learned about the relationship between the physical characteristics of the land and the agricultural products produced in each region by asking in which of the regions the following foods are eaten?

   (a) *Ilapingachos* (a mashed potato cake stuffed with cheese); *patacones* (crisp fried banana slices); chicken soup; and lamb stew made with squash, vegetables, and beans. Answer: Sierra region

   (b) Manioc, sweet potatoes, bananas, fish and perhaps monkey. Answer: Oriente region

   (c) *Cebishe* (a dish made from shrimp or fish cooked in lemon juice with onions) and such fruits as grapefruit, pawpaw, mangoes, guavas, bananas and coconut. Answer: Costa region

8. Spend at least one day examining the Galapagos region. Its many unique animals provide an opportunity to integrate this lesson with science. Discuss actions of the government to protect the islands and the problems associated with this as well as the economic benefits of tourism. Begin by viewing pictures and/or a portion of a video that shows the islands and the animals. Turn off the audio so students will concentrate on observing the pictures. (The video may be played in full with audio after the exercises are completed.) Allow students to comment on the appearance of the animals and to ask questions during the viewing. Ask students to speculate why the animals living on the islands are reptiles and what this might have to do with their lack of fear of people? Why do the students think the national park has rules about not touching the animals and walking only on the tourist trails? Look up the meaning of the word Galapagos in a Spanish/English dictionary. From its meaning do the students think the tortoises swim from island to island?

9. Distribute a copy "Geography and The Uniqueness Of The Galapagos Islands" (Handout 5) to each student. In groups have students discuss the information and

questions in the exercise to help them think about the characteristics and importance of the Galapagos Islands.

10. Conclude the exercise with a class discussion. Be certain that students understand that the winds and birds carried seeds, the ocean currents logs and vegetation. The ocean currents also helped marine animals swim the distance. When people started visiting the islands they brought some animals such as rats and goats that have changed the habitat. Darwin concluded that the animals adapted to their particular habitats in order to survive and prosper. These changes were both behavioral and physical.

Expansion Phase

Knowledge objectives:

1. Students name, locate and describe the four regions of Ecuador.

2. Students predict which nations are Ecuador's customers and suppliers for exports and imports.

3. Students make a bulletin board that shows the products of the regions of Ecuador and the nations to which they are exported.

Skill objectives:

1. Interpreting geographic data from a table of exports.

2. Using inference to make and test geographic hypotheses.

3. Illustrating the flow of products from Ecuador to other nations of the world in a bulletin board display.

Instructional procedures:

1. Begin the expansion phase with a class review of the regions of Ecuador and their products.

2. Have students consider the table of 1991 exports in "Ecuador Exportaciones 1991" (Handout 6) and answer the questions in small groups. In a class discussion affirm or challenge group answers and predictions. Since the U.S. is one of the nations that imports flowers from Ecuador, students might contact local florists to

see if they ever use flowers grown in Ecuador.

3. To conclude the study students might make a bulletin board displaying the products of Ecuador and the paths Ecuador's exports take to the world markets.

Conclusion

Because the learning cycle requires the inclusion of a variety of learning strategies and links previous knowledge to the content being studied, it encourages students to construct and refine geographic concepts and generalizations while making use of many geographic skills. Through considering all five themes of geography when studying nations, students come to understand the importance of each theme and grow to view geography as the study of much more than locations. As they encounter the themes over and over again, the understanding of each theme is refined through the use of multiple examples and the relationships among the themes gradually emerge.

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HANDOUT 1: THE MYSTERY NATION

Use an atlas to help you locate the name of the nations that matche(s) each clue. Find all possible answers for each of the clues; the nation that appears in all lists will be the mystery nation.

Clue 1. Parts of this nation are in three of the four hemispheres.

Clue 2. People in the capital city describe their climate as having eternal spring because the average monthly temperature is 59 degrees.

Clue 3. The eastern region of this nation is the source of one of the world's largest rivers.

Clue 4. This nation exports bananas, which are called "green gold" and, more recently, petroleum or "black gold."

Clue 5. One region of this nation is a group of islands located about 600 miles west of the mainland where cold water currents mix with warm waters, contributing to the wealth of unusual marine and animal life that tourists come to see.

HANDOUT 2: DESCRIPTIONS OF REGIONS

Costa Region

The Costa Region extends the entire length of the nation and is bounded on the west by the Pacific Ocean and on the east by the ridge of the Western Cordillera. Much of the land in the Costa consists of sediments that have been washed from the Andes. Looking at your rainfall map, you will see that the northern portion of the Costa Region is wet and the southern portion is arid with a long dry season. Notice that the Peru (Humboldt) Current off the coast is a cold current. Cold waters are very large producers of fish. The warm El Nino Current, named for the Christ child, comes from the north near Christmas. Some years this current is much stronger, bringing with it very strong rains which reduce the supply of food for the fish. The larger coastal cities serve as centers of the export and import trade. Ecuador's largest city, founded by the Spanish as a port, is located in the Costa Region. Agriculture in this region is geared more toward exports.

Sierra Region

The Sierra Region begins at the northern border and continues almost all of the way through the center of the nation. It is bounded on the west by the Western Cordillera and on the east by the Eastern Cordillera of the Andes Mountains. Between the two are the high inter-Andean basins. Locate the following volcanoes in these ranges:

(a) Chimborazo, Ecuador's highest volcano at 20,561 ft., is on the equator.

(b) The cone of Cotopaxi, 19,347 ft., is considered to be one of the most perfect in appearance.

(c) Sangay, 17,159 ft., erupts with steam and ash daily while

(d) Cotacachi at 16,204 ft. erupted in 1955.

(e) Pinchincha at 15,696 ft. is considered dormant; the capital city of Quito is located at its base. The inter-Andean valley is dry and cool with many smaller volcanic landforms throughout the area. There are many smaller cities and farms in this region where agriculture is geared toward the needs of the people.

Oriente Region

The Oriente Region is bordered on the west by the Eastern Cordillera of the Andes. The northeast trade winds rise when they encounter the mountains, the air cools and rainfall totals are high on the eastern flank of the Andes. Forests extend up the mountain slopes as high as 10,000 feet. Parts of the highlands are very foggy and are known as the cloud forests. Portions of the Oriente have a large monthly rainfall while some areas have a short dry season. Most of the hydroelectric centers providing electric power to the nation are located in the Oriente. This region also has large areas of sedimentary soils. This region of Ecuador is sometimes called the Amazonica. Its many streams and rivers are the source of the Amazon River. On the map showing the physical features of South America, see if you can trace the courses of the rivers that flow to the Amazon River. Few people live in the Oriente, but it has seen rapid population growth in the northern portion where petroleum is located. Ecuador disputes the eastern and southeastern borders shown on most maps, claiming that the border with Peru should extend south to Rio Marahon.

HANDOUT 3: AGRICULTURAL PROBLEMS

Listed below are listed two sets of crops. Determine which of Ecuador's regions produces each set. If you do not know much about the needs of these crops, look them up individually in an encyclopedia to learn such things as temperature and moisture needs and the length of the growing season.

In which region of Ecuador are the following crops grown?

paddy rice	cacao	plantains	oil palm	watermelon	soybeans
coffee	tangerines	oranges	pineapples	cotton	manila hemp
bananas	cassava	peanuts	lemons	sugar cane	sweet potatoes

In which region of Ecuador are the following crops grown?

tomatoes	apples	avocadoes	peaches	potatoes	barley	wheat
beans	garlic	broad beans	lentils	onions	naranjillas	cabbage

HANDOUT 4: DOMESTIC ANIMAL POPULATION

Livestock (thousand head)	1974	1987	%Annual Growth
Cattle	2,494.0	3,884.1	3.2
Sierra	1,170.6	1,847.6	3.3
Costa	1,136.4	1,669.6	2.8
Oriente	187.0	366.9	4.9
Swine	1,038.3	1,620.1	3.2
Sierra	536.2	925.5	4.0
Costa	474.9	596.8	1.7
Oriente	27.2	97.8	9.6
Sheep	1,033.3	1,293.0	1.6
Sierra	1,022.4	1,274.6	1.6
Costa	7.0	15.5	5.8
Oriente	3.9	2.9	-2.1
Goats	218.2	261.9	1.3
Sierra	166.4	188.2	0.9
Costa	29.4	51.4	2.5
Oriente	0.4	0.7	4.1

Source: Whitaker, M. D. & Colyer, D. (1990), p. 145.

HANDOUT 5: GEOGRAPHY AND THE UNIQUENESS OF THE GALAPAGOS ISLANDS

Read the information and questions on this sheet. Use an atlas to help you determine answers to the questions. A map showing the currents of the oceans will be particularly helpful.

The fourth region of Ecuador is the Galapagos Islands, a national park. About 6,000 people, clustered in small areas, live on only five of the islands. There is no industry and practically no farming. Almost everything for the residents and tourists is imported from the mainland. Scientists often come and live for a while to study the animals. Many of the animals are endemic to one or more of the islands. For example, two-thirds of all of the birds in the Galapagos are found in no other place. The entire world recognizes the Galapagos as special. In 1979 the islands were designated as having "World Heritage Status" by UNESCO, the United Nations Economic and Social Council. Many nations have national parks, but only a few have world heritage designation. One things that is unique about the islands is that the animals and birds are not afraid of humans. Birds might land on your hat or untie your shoe lace.

1. Locate the Galapagos Islands. Describe their location in relationship to the equator and the nearest land. How many miles are they from South America? From Panama and the remainder of Central America?

2. The Galapagos are the peaks of volcanoes some of which are still active. After a volcano erupts and cools, the land is barren rock but soon vegetation and other life begins to appear. What do you think are the sources for this life? When the first explorers arrived there were no people on the islands or signs that they had ever been there. Therefore, something other than people was responsible for the plants and animals. What would carry the seeds? Could some of the species fly or swim the long distances?

3. The Galapagos penguin is the only penguin not living in the extreme southern latitudes. Since penguins prefer cooler waters, they live mainly in those areas of the Galapagos where the cold currents are located. The same can be said for the Galapagos fur seal. How do you think the first penguins and fur seals reached the islands?

4. In 1831 a young biologist, Charles Darwin, left England on an around-the-world study expedition. In 1835 he arrived in the Galapagos, where he remained for five weeks. He recorded his observations,which he found quite disturbing. He

wondered how the animals reached the islands. This he was able to determine, but he could not explain why the birds and reptiles he observed were a little different from the same species in other areas of the world. He also noticed that there were some differences in the animals on the different islands within the Galapagos. Darwin noticed that the finches had the same colors, short tails and white eggs with pink spots, but they had very different beaks. Some had wide thick beaks for opening seeds and nuts, others had long thin beaks for gathering food from fruits and flowers, while still others had beaks that allowed them to catch flying insects. The tortoises on the different islands had shells with different shapes, enabling those eating from higher vegetation to stretch their necks to reach the vegetation, while those eating from lower plants were prohibited by their shells from lifting their heads very high. What explanation can you offer for these facts? Darwin thought for many years and finally in 1859 published a book called *The Origin of Species by Natural Selection*. Many people believe these islands should be preserved and not settled or disturbed by people. Today many people want to travel to the islands to observe the animals, making the islands the major source of Ecuador's tourist trade. In the stores and hotels of Ecuador, it is possible to purchase guides to the Galapagos in Spanish, English, and German. Can you offer a reason why the guides are written in these three languages?

5. Many people claim that tourists change a place that they visit, especially a place as dry as the Galapagos where vegetation grows very slowly. To help preserve the islands, tourists are asked to follow and help enforce five rules. Read each rule and discuss the consequences that might occur if it were not followed.

Rule 1: No plant, rock, or animal should be disturbed or removed.

Rule 2: Be careful not to transport any live material to the islands or from island to island.

Rule 3: Animals may not be touched or handled.

Rule 4: Animals may not be fed.

Rule 5: Do not startle or chase any animal from its resting or nesting spot.

Can you think of another rule or two that would help preserve the islands from damage by the tourist trade?

Would you favor abolishing tourism completely? Explain your answer.

HANDOUT 6: ECUADOR EXPORTACIONES 1991

Exportaciones	miles de dolares	% variacion
Productors primarios	2512.137	7
Petroleo	1058.982	-16
Banano y platano	715.864	53
Cafe en grano	84.558	-19
Cacao en grano	53.634	-28
Camaron	491.371	44
Atun	19.303	-30
Pescado	30.881	29
Abaca	8.858	12
Madera	12.158	9
Otros	36.528	24

Source: Banco Central

Use a Spanish/English dictionary to assist you in reading the table. The products listed on the table include: timber, petroleum, coffee, cacao, tuna, hemp, shrimp, plant fiber and other. Answer the following questions using information from the table.

1. Which of the exports increased in 1991? What products decreased?
2. Which regions of Ecuador produce the various products?
3. What nations do you think might buy products from Ecuador?
4. What other nations might be selling the same products?
5. How does the location of Ecuador help or hinder its ability to sell its products?

What routes do these products take to get to the U.S., Germany, Belgium, Luxembourg, Italy? and Japan?

6. What might cause the variations in production from year to year? Which products do you think are likely to have increased production in the future? Which products do you think will continue to decrease in the future?

7. What nations are likely to be the future customers?

8. If you were in business in Ecuador, to what additional nations would you try to sell your country's current products?

9. One of Ecuador's exports not listed on the chart is flowers, particularly roses and carnations.

   (a) What are the characteristics of Ecuador that would make it possible for Ecuador to grow and export these flowers?

   (b) Are there any flowers native to Ecuador that might also be raised and exported?

   (c) What are the characteristics of flowers that limit their potential markets?

   (d) To which nations do you think the flowers are most likely to be sold? Explain the reason for your answer.

10

Geography: Passport To The World

Robert M. McCann

In 1993, the National Council for Geographic Education (NCGE) and the Association of American Geographers (AAG) in collaboration with the American Geographical Society (AGS) and the National Geographic Society, developed the eighteen National Geography Standards. This document updates the five themes of geographic education (location, place, interaction, movement, region) as developed in 1983 by the NCGE and the AAG. These two sets of guidelines lay the framework for geographic education in schools in the United States. Every middle school teacher truly interested in the furthering of geographic knowledge should become familiar with these guidelines and develop curriculum in such a way as to address these goals.

But the question for many teachers is, "How does a middle school teacher decide which of the themes or standards to address?" Clearly they all are important. The first *theme*, location, and the first three *standards* which address map use and spatial understandings, correspond with the traditional emphasis of geography, the memorizing of locations on maps. More recently, partly due to the themes and standards, there has been a greater awareness of the more social and cultural aspects of geography. However, the long-standing debate in education circles over the importance of geographic place identification still persists. The ability to locate items on a map without knowing their political, sociological, and cultural importance is justifiably being criticized. Mere knowledge of place location should be only part, albeit a significant part, of a person's geographical repertoire. For instance, the understanding of the geopolitical significance of Gibraltar and its importance to British commerce and power politics in the 18th and 19th centuries is indeed important. However, if a student cannot locate where Gibraltar is on a map of the world, the value of its meaning is limited.

The development of the themes and standards of geography was done to promote a balanced approach to the subject. Ideally this balanced approach would indeed be occurring in all schools. Unfortunately, traditional approaches to geographic instruction are too often still being used and students are still being bored. Pure memorization of places is a tough act to sell to seventh graders. Teachers must generate creative ways to address the acquisition of knowledge and understanding as outlined in the themes and standards. Philip Gersmehl, (1992), in a thought-provoking article in the *Journal of Geography*, calls for a "back door" approach to the themes. He suggests that teachers use

"counterpoints" rather than direct instruction to address the themes. By this he means teachers should first develop lessons which are of interest to the students, and then play off this interest to illustrate and develop an understanding of the theme.

Some possible geography activities which might be appropriate to middle level classrooms are suggested below. In using any of the following ideas, teachers should remember a few basic educational principles. First, the curriculum and activities must be developmentally appropriate. Middle school students are by and large more comfortable and capable when working on the concrete level. While some of the more sophisticated learnings suggested in the themes and standards are more abstract and require more theoretical thought, map work is easy to do on the concrete and tactile level. Second, geography doesn't stand alone in the real world, and should not do so in the academic world, Whenever possible, geographic education should be integrated into the rest of the curriculum. the following suggested activities all lend themselves to inclusion in thematic units of study.

Third, since students construct new knowledge as it relates to information already known, a key to learning is to connect current lessons with previously known material. For example, a teacher might enhance the students' ability to remember geography lessons by relating the lessons to elements of popular culture.

The ability to make geography interesting is critical. The place to start is with topics and activities which have inherent interest to the students. Then those activities can be used to explain or demonstrate the themes of geography. This inductive approach which is the basis of the following ideas will create lessons which have lasting learning power for students.

Let's Go To The Movies

No one can dispute the power of the visual image on children. The movie industry has the resources to visually take viewers to foreign shores and exotic places. Through critical viewing of selected movies, teachers and students can see what foreign lands look like, can observe the lifestyles of foreign peoples and get a feeling for their culture.

The following movies might be useful in developing background information to be used in addressing any of the geographical themes. There are certainly many other similarly appropriate films.

Gorillas in the Mist	*A Passage to India*	*Ghandi*
Out of Africa	*The Gods Must Be Crazy*	

The recent public television documentary *Around the World in 80 Days* starring Michael Palin is a modern-day replication of the Jules Verne story. It is very well done and gives a more accurate and less stereotypical view of foreign cultures than that presented in the original movie version. The documentary is available on videotape from the Public Broadcasting System.

Exotic Places

Travel to exotic places in the world is the dream of many adult Americans. Students, too, are exposed to the names of foreign lands through travel shows on television, conversations, magazine articles, television commercials, and through interest in World Cup soccer and the Olympics. Unfortunately, some students may not realize that there actually are such places. They may think that these locations are just a name concocted for some movie or quiz show. Locating these places with such exotic names could serve as a springboard in developing awareness of geographical location. How many of the these exotic places can you locate?

Zanzibar	Timbuktu	Casablanca
Tripoli	Algiers	Monte Carlo
Singapore	Mandalay	Kuala Lumpur
Bali	Hong Kong	Macao
Tahiti	Samoa	Tasmania
Rio de Janeiro	Bermuda	Trinidad

Disneyland Jungle Boat Ride

A trip to Disneyland or Disney World is less than complete without travel on Adventureland's Jungle River Boat Ride. The sight of "wild" animals appearing in the water and on shore is a memorable one for a young person. The ride was modeled after the animals and settings of many of the great rivers of the world, and the names given the boats are taken from the names of famous rivers of the world. A fun project for students would be to locate these rivers on a world map and present information about them, the countries through which they flow, and the peoples and animals which can be seen on the rivers.

SS

Zambezi Miss	*Irrawaddy Lady*	*Congo Queen*
Nile Princess	*Mekong Maiden*	*Orinoco Adventuress*
Amazon Belle	*Yangtze Lotus*	*Ganges Gal*
Ycayali Uno	*Magdalena Maiden*	*Kassimmee Kate*

World Capitals

Sure, you've heard of these cities, but can you locate them on a map? Students might also have trouble, but certainly their understanding of current events will be strengthened if they know the location of prominent world capitals. Newspaper stories, student news magazines, or video clips of news programs could be used to bring them to the attention of your students. Charting the travel of the president or other world leaders might also be a springboard for learning.

Paris	Berlin	Rome	London	Madrid
Budapest	Tel Aviv	Athens	Vienna	Warsaw
Moscow	New Delhi	Beijing	Seoul	Tokyo
Taipei	Jakarta	Damascus	Baghdad	Johannesburg
Nairobi	Bangkok	Tehran	Katmandu	Cairo

"Well Known" Geographical Locations

The dilemma of geographical ignorance presents itself daily in news stories which mention locations throughout the world. It is apparent that many adults, and presumably middle level students, do not know the location of seemingly well known places. The following sites are places which are commonly referred to, but whose location might be less well known.

Human Made:		
Taj Mahal	Pyramids	Great Wall of China
Stonehenge	Eiffel Tower	
Aquarian:		
Niagara Falls	Victoria Falls	Old Faithful
Great Barrier Reef		
Mountains:		
Mt. Everest	Himalayas	Alps
Urals	Andes	Gibraltar
Land Regions:		
Sahara Desert	Siberia	Pampas
Great Plains	The Steppes	Amazon Rain Forest
The Outback	Mesopotamia	
Islands:		
Java	Borneo	Samoa
Falklands	Seychelles	Cayman
Galapagos	Sumatra	Tahiti
Cyprus	Azores	Bermuda
Fiji	Crete	Canary
Guadalcanal	Jamaica	Taiwan

Small Countries and Principalities

Middle level students may not have heard of the following principalities, but they may be intrigued by the fact that there are sovereign countries which are smaller in size than many cities in the United States. Locating these countries on a world map should be interesting and will also help students become aware of the neighboring larger countries.

San Marino	Andorra	Monaco	Macao
Malta	The Vatican	Sarawak	Liechtenstein

Conclusion

Through creative teaching and interesting lessons, teachers can make the acquisition of geographical knowledge and understandings appealing to students. Students should not be condemned to memorization of map locations. Using the themes and standards as goals, teachers can help dissolve the unfortunate notion that American students are geographically illiterate.

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11

Scotland Map Game

Audrey C. Rule

Objectives

By playing the *Scotland Map Game,* students will

1. practice various map skills, including finding map coordinates of a place, locating the shortest route between two points and determining compass directions,
2. become familiar with places and cultural features of Scotland,
3. use their fantasy vacation to Scotland during the game as a basis for writing diary entries or a story about an imaginary trip to Scotland, and
4. get ideas for making a map game of their own about a city, state or country with which they are familiar.

Preparing the Map Game

Photocopy the square map game pieces and rectangular map coordinate pieces onto cardstock and then mount on mat board or cardboard for durability. Students may want to add color to the map pieces with markers. Photocopy the sight-seeing cards, souvenir cards, Scotland destination cards, and Scotland map game question cards onto different colors of card stock. Find a sturdy storage box for the game pieces and add to it a pair of dice, a small compass, and six differently-colored game markers.

Playing the Game

Explain the *Rules of Play* included with the map game. Instruct students to bring paper and pencil to the game to jot down the various places they visit while playing.

Post-Game Activities

1. Ask students to write diary entries or a story about their trip to Scotland. Encourage students to research the places and things they learned about so that

they may write a more detailed account of their journey.

2. Duplicate the blank map game form and have students work in cooperative groups to design a map game of their own for their town, state or for another place they have been studying. Allow students to invent their own rules of play for their games. Students may want to blend in economics by using play money in their games. Encourage students to be creative and original.

RULES FOR PLAY

Setting Up The Playing Area

1. This game is for 2 to 6 players. Choose a large flat area for play.

2. Place the **Compass Rose** in the center of the playing area. Orient it correctly with respect to north.

3. Shuffle the square **Map Pieces**. Place them around the **Compass Rose** to form a 6'x 6' **Map Piece** map. Place the **Map Coordinate Pieces** around the map so that the coordinates of each map place can be determined.

4. Turn the **Sightseeing Cards** upside-down and shuffle. Pass out 5 **Sightseeing Cards** to each player.

5. Shuffle the **Map Question Cards**. Place them upside-down in a stack.

6. Shuffle the **Scotland Destination Cards**. Give one to each player.

7. Each player should choose a different colored marker and place in on the **Compass Rose** to start.

8. Roll the dice to see who goes first. The player with the highest roll goes first and play proceeds clockwise around the circle to the next player.

Object of the Game

The winning player must answer the map questions correctly in order to move around the map, collect the five souvenir cards, and arrive at his or her Scotland destination before any other player does the same.

How to Play

On his or her turn, a player rolls the dice. The person to the right asks the player a **Map Question**. If the player answers correctly, the player may move ahead the number of kilometers indicated by the dice. The road between each large black dot on the map is one kilometer long. The player should head toward the nearest place on the map for which the player holds a **Sightseeing Card**. Once the player arrives at the place (marked by a black star) the player may collect a **Souvenir Card**. A player may roll the dice and move only once on his or her turn, then it is the next person's turn. The first player to collect all 5 **Souvenir Cards** cards and arrive at the correct destination wins.

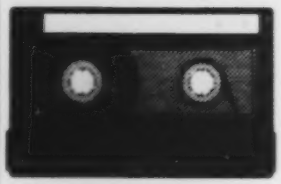
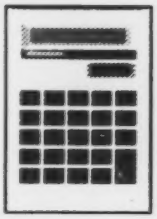
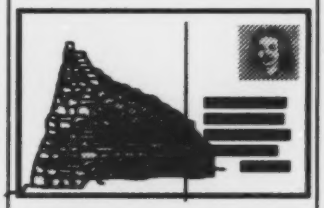
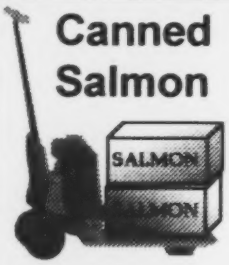
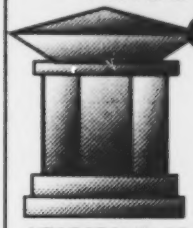
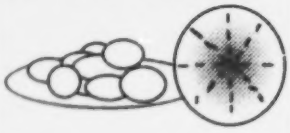
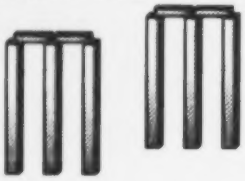
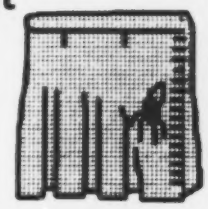
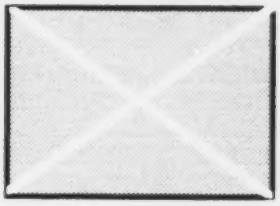
HIGHLANDER SCHOOL OF BAGPIPE MUSIC *Here is your chance to listen to authentic Scottish music. Buy a tape of bagpipe music to take home.*	**STONE CIRCLE** *Visit the ancient stone monuments such as the Callanish Stones on the Western Isles. Make calculations - do they line up with the stars or sun?*	**BROCH RUINS** *Travel to the ruins of a broch, a defensive tower made of stone built about 100 B.C. Climb over the ruins and buy post cards to send home.*	**OFFSHORE OIL WELL DRILLING PLATFORM** *A helicopter ride to the cold North Sea will be exciting! Be sure to dress warmly.*
BARLEY FIELDS *Head to the beautiful Scottish countryside for a picnic on the edge of a barley field. Perhaps you'll see some wild life - a rabbit or deer.*	**SALMON CANNERY** *Now is your chance to tour a salmon cannery and buy some canned salmon at wholesale prices.*	**DUMFRIES TWEED FACTORY** *The borders area is famous for its beautiful tweed fabrics. Tour the factory and purchase a tweed blazer for yourself.*	**NECROPOLIS GRAVEYARD** *How exciting! You've been able to locate the grave of one of your ancestors. Make a crayon rubbing of the grave stone and frame it!*
GLAMIS CASTLE *Attend a local production of Shakespear's MacBeth at its original setting - Glamis Castle. The play is based on real events and characters.*	**DUNDEE BAKERY** *You're feeling a bit hungry so you stop in a bakery for some scones and shortbread.*	**BED AND BREAKFAST INN** *Stop into a quaint bed and breakfast inn on Loch Lomond for some beautiful scenery and a delicious breakfast of homemade scones and tea.*	**MOAT HOUSE HOTEL** *Relax in this luxury hotel in downtown Glasgow. You will enjoy a gourmet Scottish meal that includes haggis and shortbread.*
PARK GREEN FOR LAWN BOWLING *The friendly locals invite you to join in their lawn bowling game. You bowl the ball well - beginner's luck!*	**CRICKET FIELD** *This is the place to be on a cool afternoon, watching your favorite players guard their wickets. Learn the game well and purchase bats & wickets so you can play at home.*	**CAMERON'S KILT FACTORY** *Journey to Cameron's kilt factory and find a tartan for every clan in Scotland. Buy a kilt for yourself.*	**SCOTTISH FLAG** *Travel to a quaint Scottish resort that flies a giant Scottish flag. Enjoy roaming the beautiful surrounding countryside.*

Sightseeing Cards

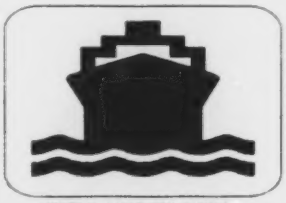
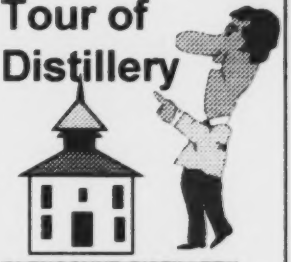
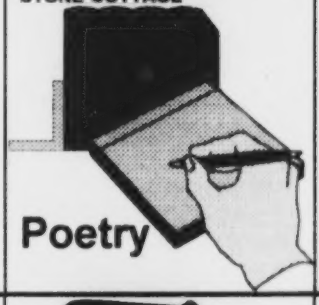
BANK OF SCOTLAND *Oh no! You forgot to exchange your American dollars for Scottish pounds! Hurry to the bank and get some spending money.*	**SCOTTY DOG KENNEL** *You can't resist a stop at the scotty dog kennel. Those little puppies are so cute - but how will you get one through Customs?*	**THISTLE AND HEATHER MOORS** *This is a perfect place for star gazing tonight. There are no city lights to compete with the stars.*	**PALACE OF HOLYROODHOUSE** *How fortunate for you! The queen is visiting the palace and you get to see a spectacular guard parade and musical ceremony.*
QUEEN STREET TRAIN STATION *Stop by the train station and purchase tickets to continue you spectacular vacation in Scotland. You can travel almost everywhere by rail.*	**SHETLAND ISLANDS** *Take a ferry ride to the wild and beautiful Shetland Islands, home of Shetland ponies.*	**ABERDEEN AIRPORT** *Lucky for you, your lost luggage has finally been located. Stop by the airport and claim it.*	**ST. ANDREW'S GOLF COURSE** *Live the golf legend on St. Andrew's Golf Course. Play a round of golf and take it easy in the club house afterward.*
PASTURE FOR HERDWICK SHEEP *You pass thousands of shaggy sheep on your journey through the countryside. Stop at a small shop and purchase a handmade wool sweater.*	**EDINBURGH CASTLE** *Perched high on Castle Rock (an extinct volcano) is Edinburgh Castle. See Mary Queen of Scots' bedroom and other historic buildings here. Buy a book on castles.*	**LOCH NESS** *Visit this long and deep Scottish lake. Keep on the lookout for "Nessie" the Loch Ness Monster. Attend a lecture about Nessie and Loch Ness.*	**GLENGOYNE DISTILLERY** *Take a tour of this small Scotch whiskey distillery located in a scenic glen with a clear flowing stream.*
BRIDGE OVER THE RIVER CLYDE *Take some time out from your busy schedule to go fishing and enjoy the scenic landscape.*	**CLOCK TOWER** *Uh oh! You forgot to set your watch to Greenwich mean time. Hurry to the clock tower and set your watch to local time.*	**STONE COTTAGE** *Spend a night in a cozy cottage on the moors. Read novels by Robert Lewis Stevenson and James Herriot. Write a poem about the scenery.*	**OAT FIELDS** *Stop in a small restaurant for a hearty bowl of oatmeal porridge. That's a breakfast that will stick to your ribs!*
GLASGOW *Visit the Kelvingrove Museum and Park in Glasgow and buy snacks in little shops along the way. Then head for the Burrell Museum.*	**ST. MARY'S PRESBYTERIAN CHURCH** *Enjoy visiting historic churches and viewing statues and stained glass windows. Much of Scotland's history is tied to religion.*	**SHIP BUILDING YARD** *Visit a ship building yard in Glasgow. Don't forget your video camera - you'll want to record your tour and show it to friends at home.*	**SHOPS** *Stop at some shops in the village for souvenirs. Buy some Scottish cheeses and bread and have a picnic in the park.*

Sightseeing Cards

BEST COPY AVAILABLE

Music Tape  HIGHLANDER SCHOOL OF BAGPIPE MUSIC	**Calculations**  STONE CIRCLE	**Post Cards** BROCH RUINS 	**Helicopter Ride** OFFSHORE OIL WELL DRILLING PLATFORM
Picnic BARLEY FIELDS	**Canned Salmon**  SALMON CANNERY	**Tweed Blazer** DUMFRIES TWEED FACTORY	**Ancestor's Grave**  NECROPOLIS GRAVEYARD
Shakespear's Macbeth GLAMIS CASTLE	**Scones & Shortbread**  DUNDEE BAKERY	**Overnight Lodging** BED AND BREAKFAST INN	**Gourmet Scottish Dinner** MOAT HOUSE HOTEL
Lawn Bowling PARK GREEN FOR LAWN BOWLING	**Wickets**  CRICKET FIELD	**Kilt**  CAMERON'S KILT FACTORY	**Flag**  SCOTTISH FLAG

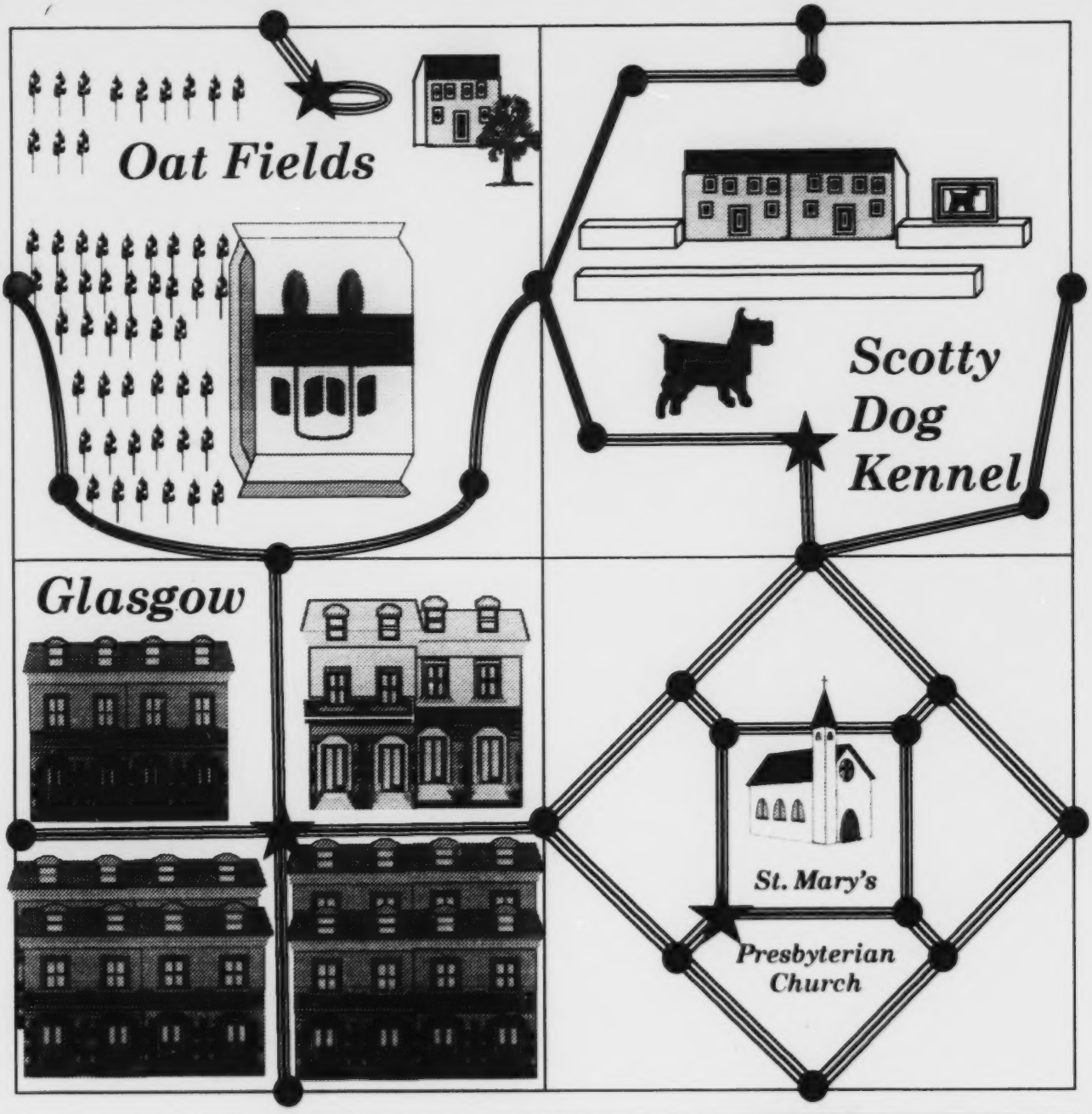
Souvenir Cards

Money BANK OF SCOTLAND	**A Visit to the Scotty Dogs** SCOTTY DOG KENNEL	 **Stars above the Moors** THISTLE AND HEATHER MOORS	**Changing of the Guards** PALACE OF HOLYROODHOUSE
Train Tickets QUEEN STREET TRAIN STATION	**Ferry Ride**  SHETLAND ISLANDS	**Luggage from Airport** ABERDEEN AIRPORT 	**A Round of Golf** ST. ANDREW'S GOLF COURSE
Handmade Wool Sweater PASTURE FOR HERDWICK SHEEP 	**Book about Castles** EDINBURGH CASTLE	**Lecture about "Nessie"** LOCH NESS	**Tour of Distillery**  GLENGOYNE DISTILLERY
Fishing BRIDGE OVER THE RIVER CLYDE	**Correct Time on Watch** CLOCK TOWER	STONE COTTAGE  **Poetry**	OAT FIELDS **Oatmeal Breakfast**
Sightseeing & Snacks GLASGOW	**Clues to the Past** ST. MARY'S PRESBYTERIAN CHURCH	 **Video Tape a Tour** SHIP BUILDING YARD	**Scottish Cheese** SHOPS

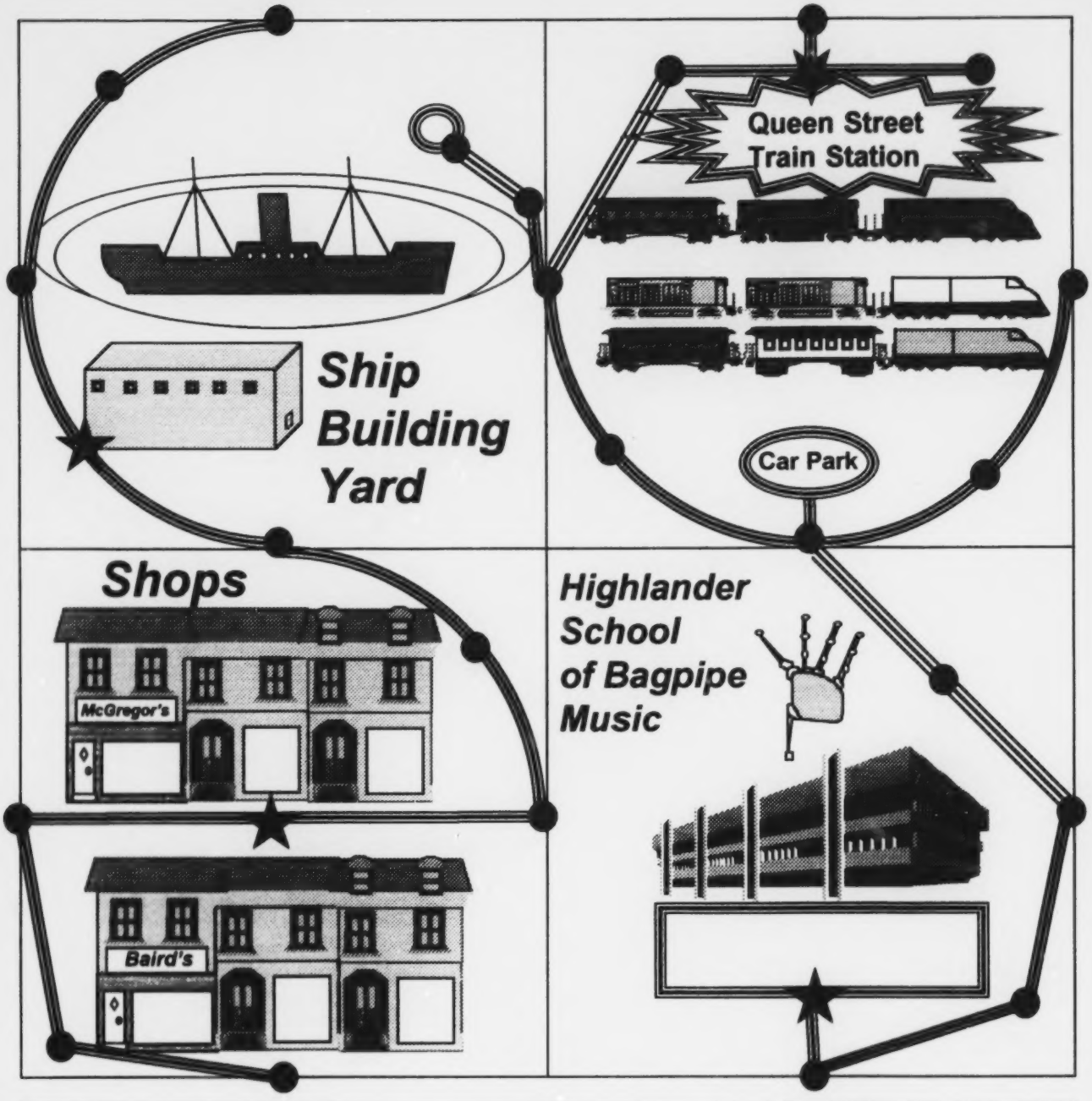
Souvenir Cards

BEST COPY AVAILABLE

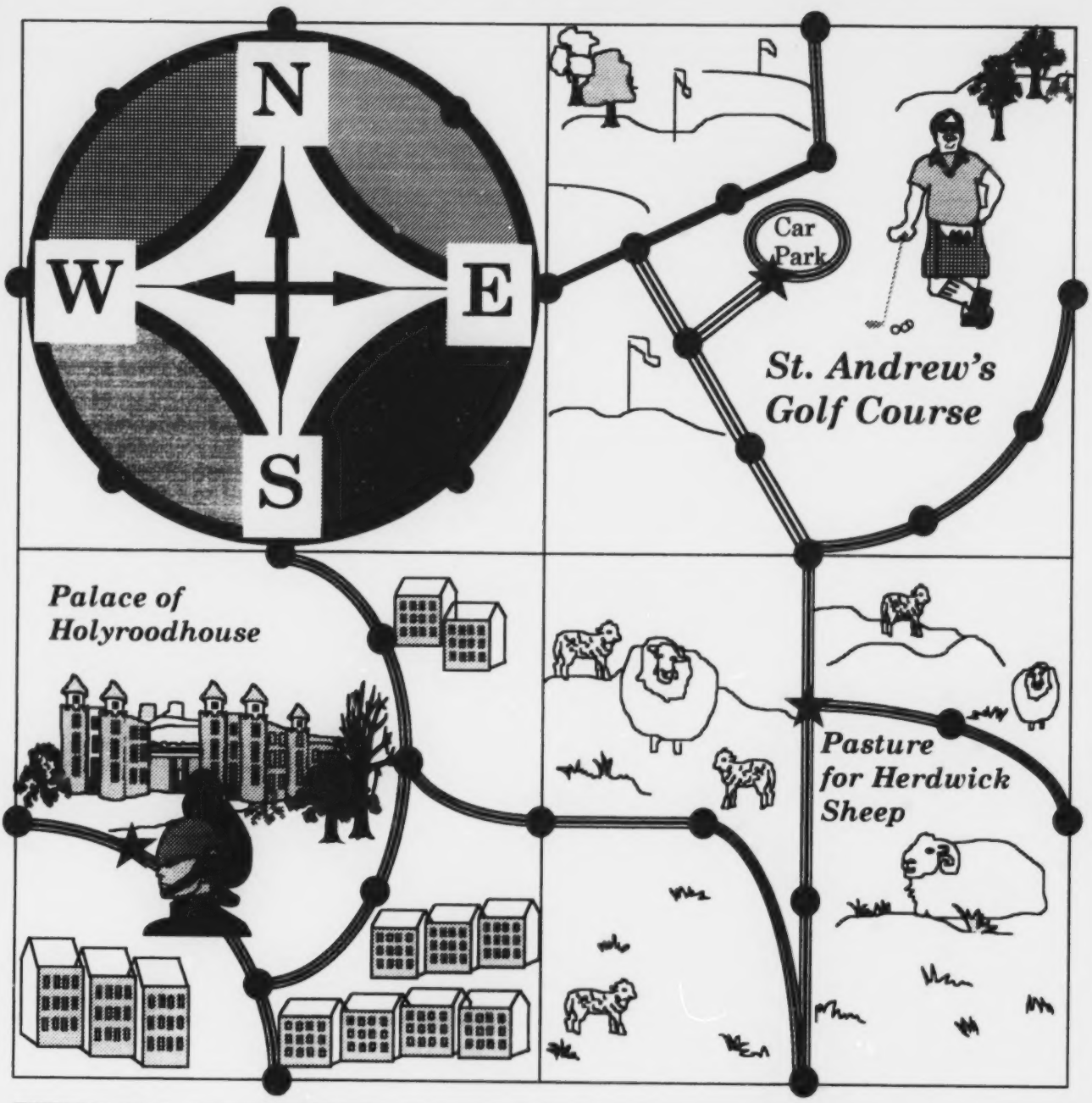
Scotland Destination Card Your Vacation This Year is at *A Luxury Apartment next to the Bank of Scotland.*	**Scotland Destination Card** Your Vacation This Year is at *A Farm with a Scotty Dog Kennel*	**Scotland Destination Card** Your Vacation This Year is at *A Hotel next to the Queen Street Train Station*	**Scotland Destination Card** Your Vacation This Year is at *A Hotel next to the Aberdeen Airport*
Scotland Destination Card Your Vacation This Year is at *A Cottage near Glengoyne Distillery*	**Scotland Destination Card** Your Vacation This Year is at *A Farm with Oat Fields*	**Scotland Destination Card** Your Vacation This Year is at *St. Mary's Presbyterian Church*	**Scotland Destination Card** Your Vacation This Year is at *A Yacht near the Ship Building Yards*
Scotland Destination Card Your Vacation This Year is at *A Hotel next to many Shops*	**Scotland Destination Card** Your Vacation This Year is at *The Highland School of Bagpipe Music*	**Scotland Destination Card** Your Vacation This Year is at *A House near the Dumfries Tweed Factory*	**Scotland Destination Card** Your Vacation This Year is at *A Quaint House near the Necropolis Graveyard*
Scotland Destination Card Your Vacation This Year is at *An Apartment above Dundee Bakery*	**Scotland Destination Card** Your Vacation This Year is at *A House on the Park Green*	**Scotland Destination Card** Your Vacation This Year is at *An Apartment above Cameron's Kilt Factory*	**Scotland Destination Card** Your Vacation This Year is at *A Resort flying a Big Scottish Flag*


Oat Fields
Scotty
Dog
Kennel
Glasgow
St. Mary's
Presbyterian
Church

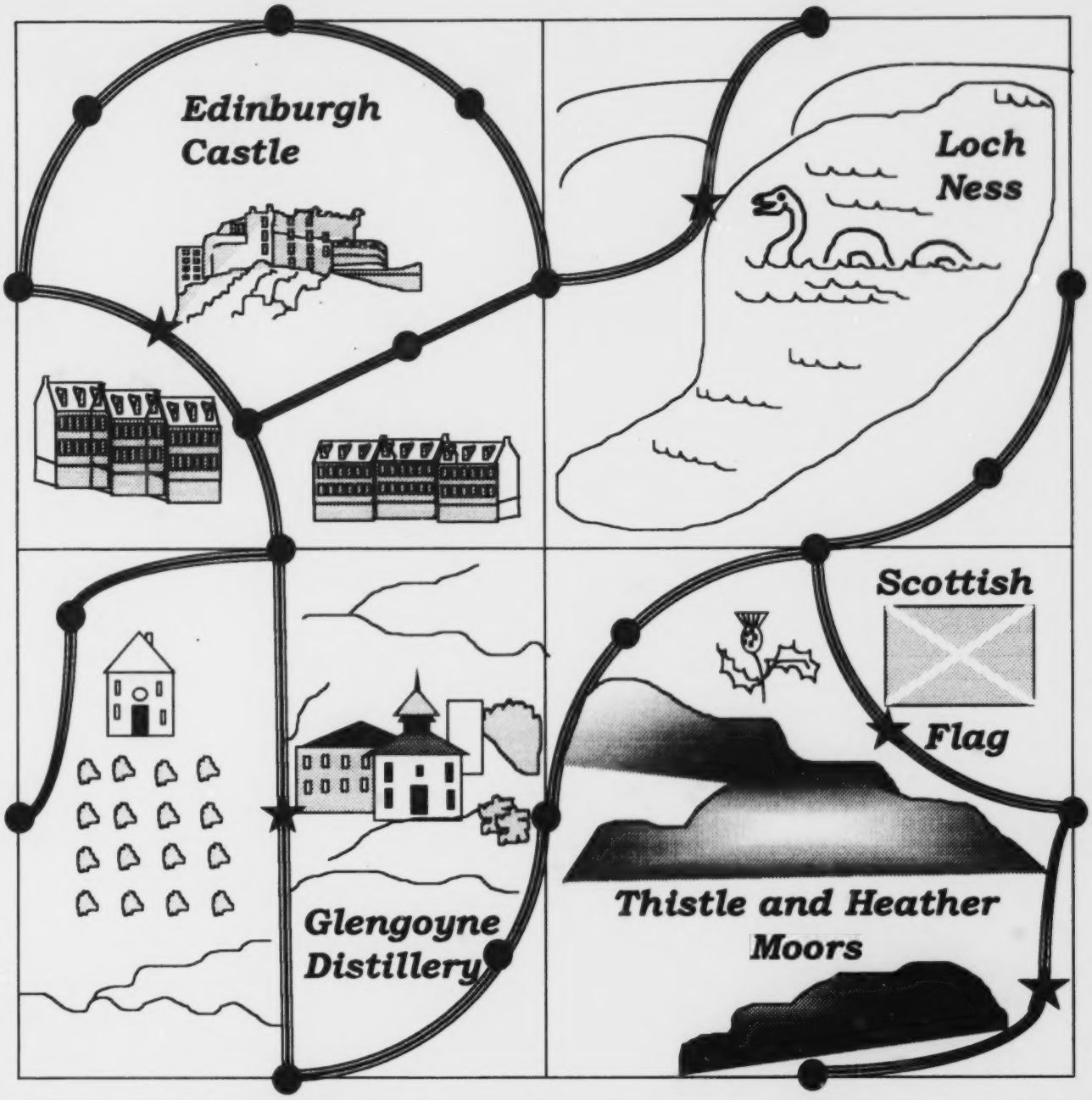
1	2
3	4


Ship
Building
Yard
Queen Street
Train Station
Car Park
Shops
McGregor's
Baird's
Highlander
School
of Bagpipe
Music

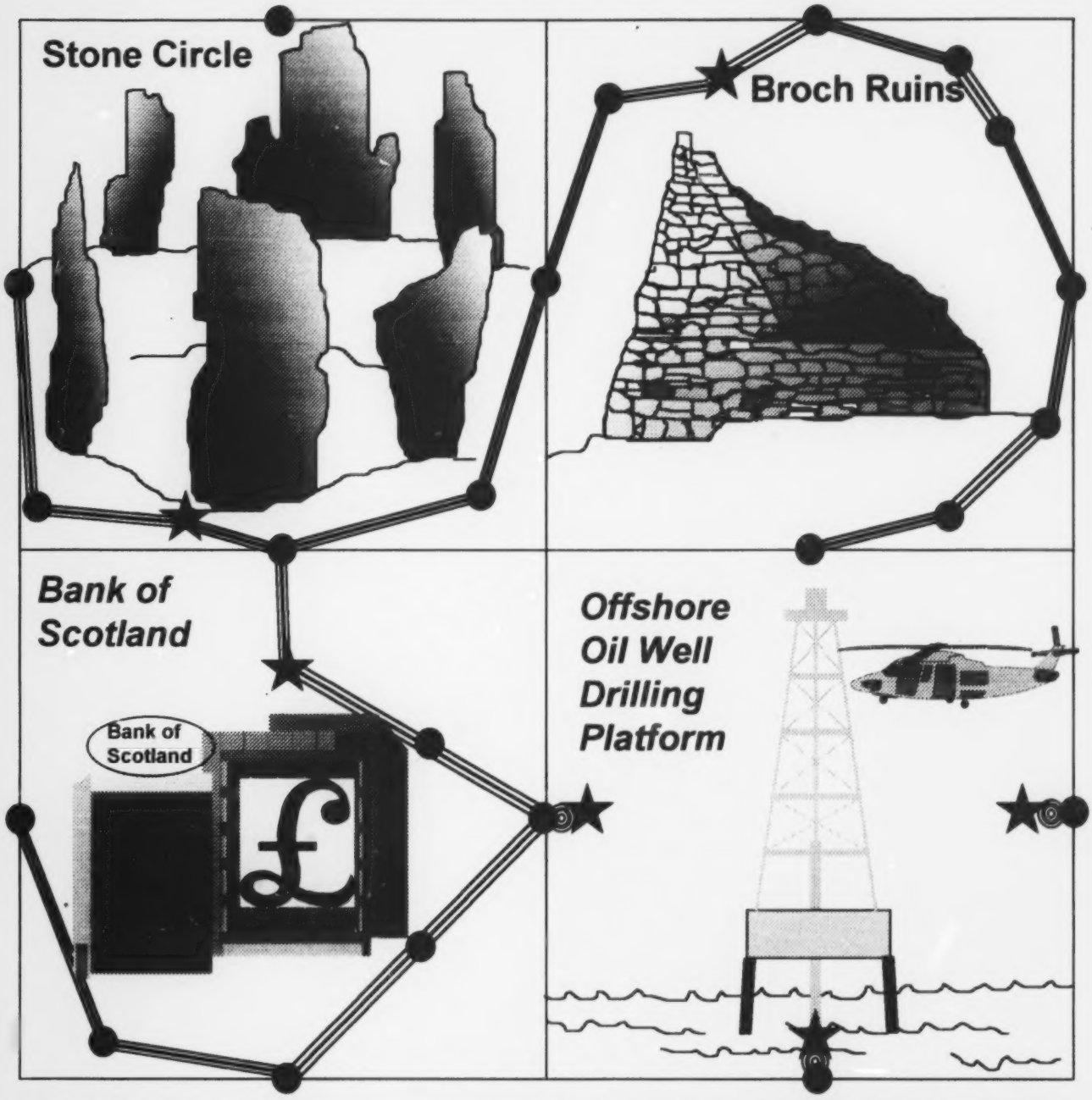
5	6
7	8


N
W
E
S
Car Park
St. Andrew's Golf Course
Palace of Holyroodhouse
Pasture for Herdwick Sheep

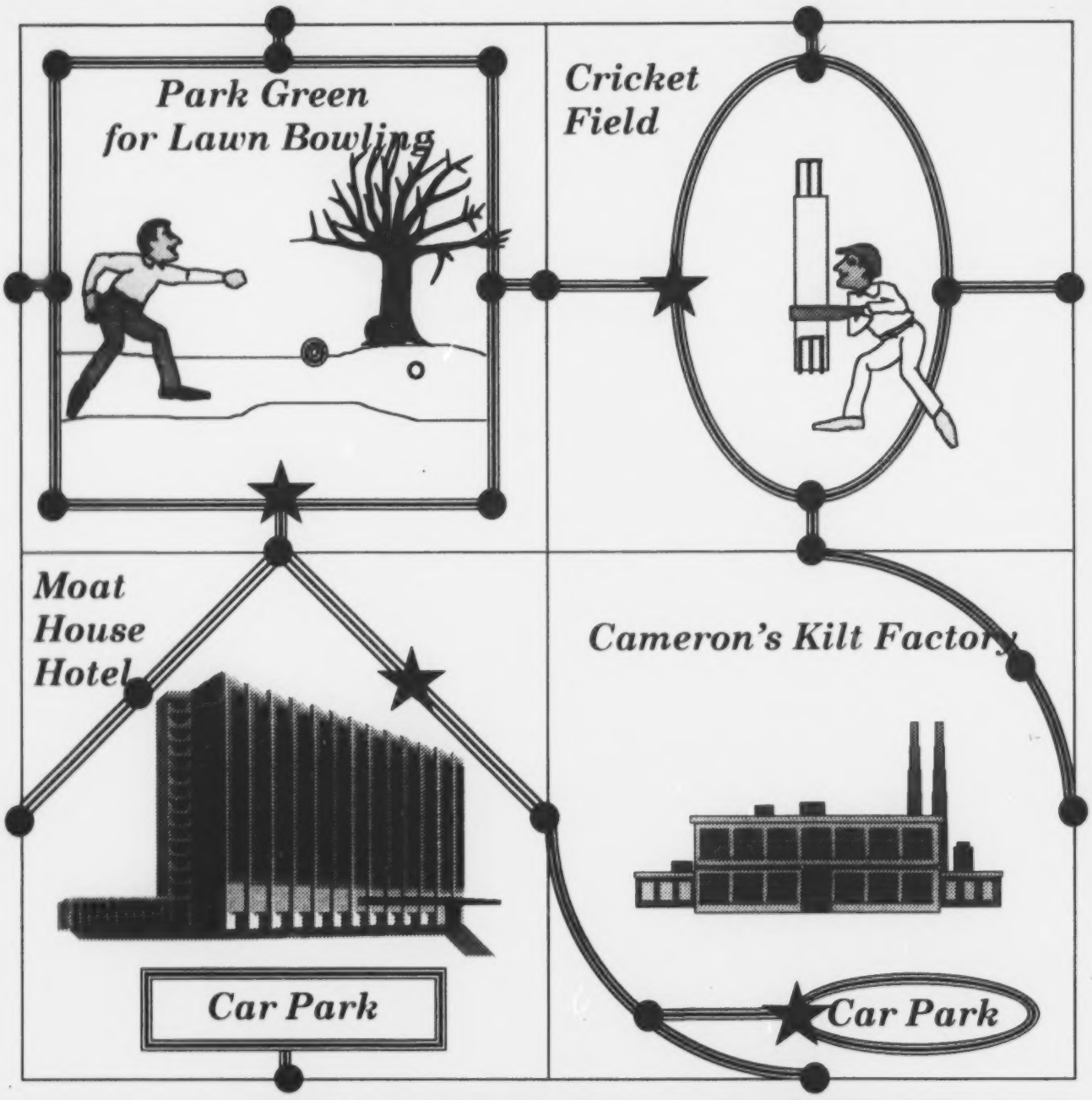
A	B
D	C


Edinburgh Castle
Loch Ness
Scottish
Flag
Glengoyne Distillery
Thistle and Heather Moors

E	F
G	H



Scotland Destination Card	*Scotland Destination Card*	*Scotland Destination Card*	*Scotland Destination Card*
Your Vacation This Year is at *Glamis Castle*	**Your Vacation This Year is at** *An Ancient Stone Circle*	**Your Vacation This Year is at** *A Campsite near a Bridge over the River Clyde*	**Your Vacation This Year is at** *A Village with a Famous Clock Tower*



Scotland Destination Card

Your Vacation This Year is at *A Cold Highland Stream near a Salmon Cannery*

Scotland Destination Card

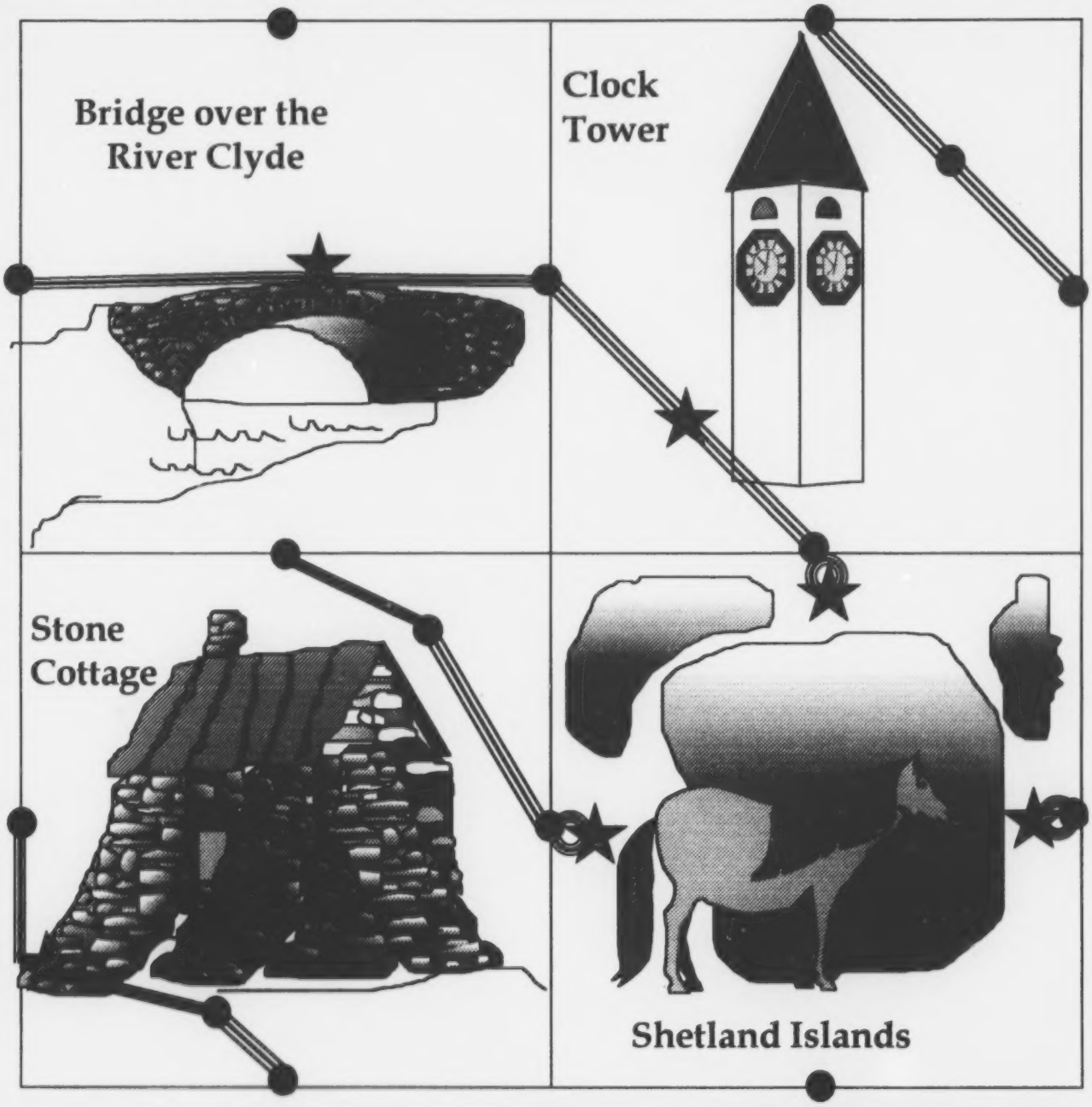
Your Vacation This Year is at *A Herdwick Sheep Farm*

Scotland Destination Card

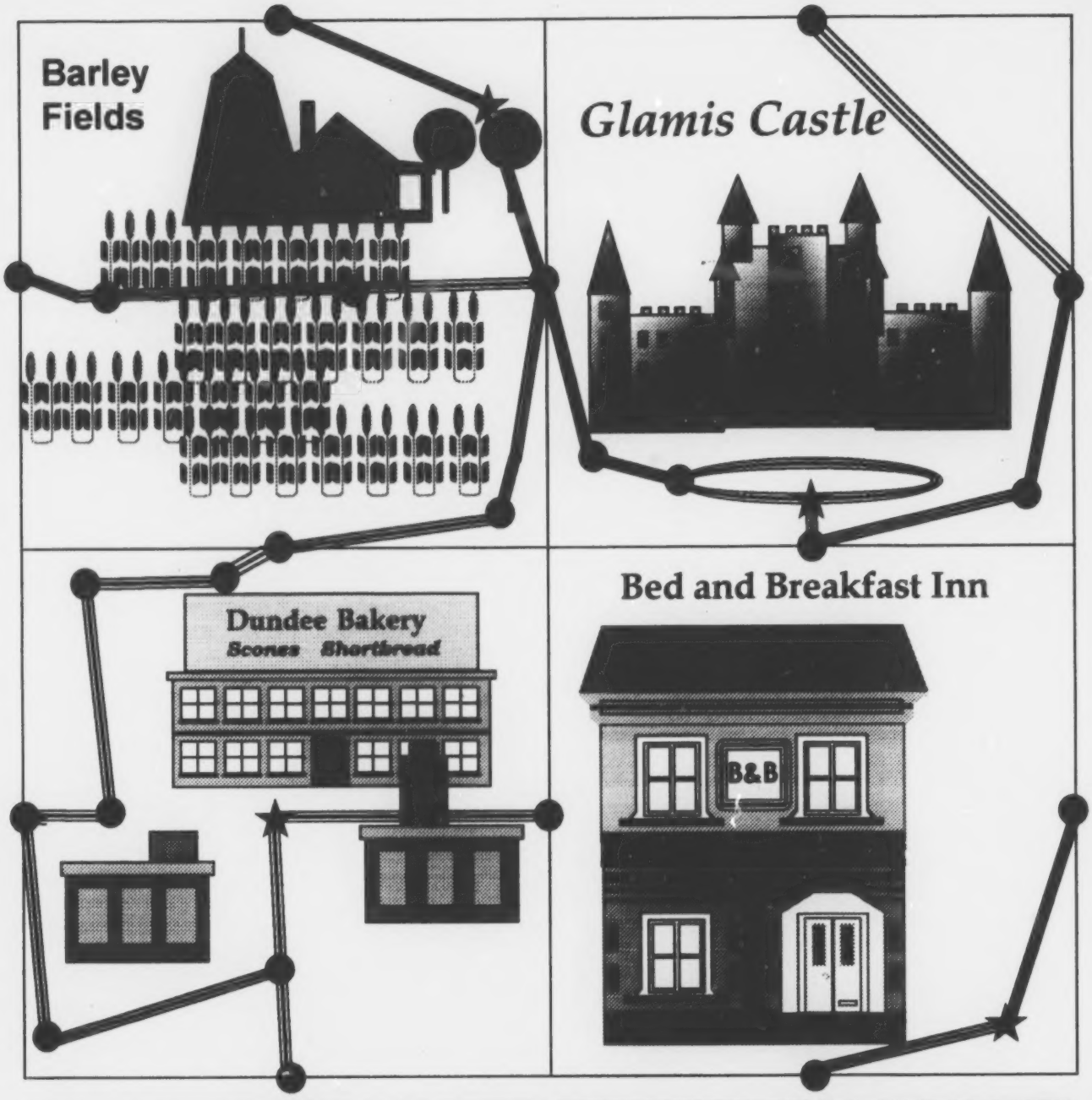
Your Vacation This Year is at *An Offshore Oil Well Drilling Platform*

Scotland Destination Card

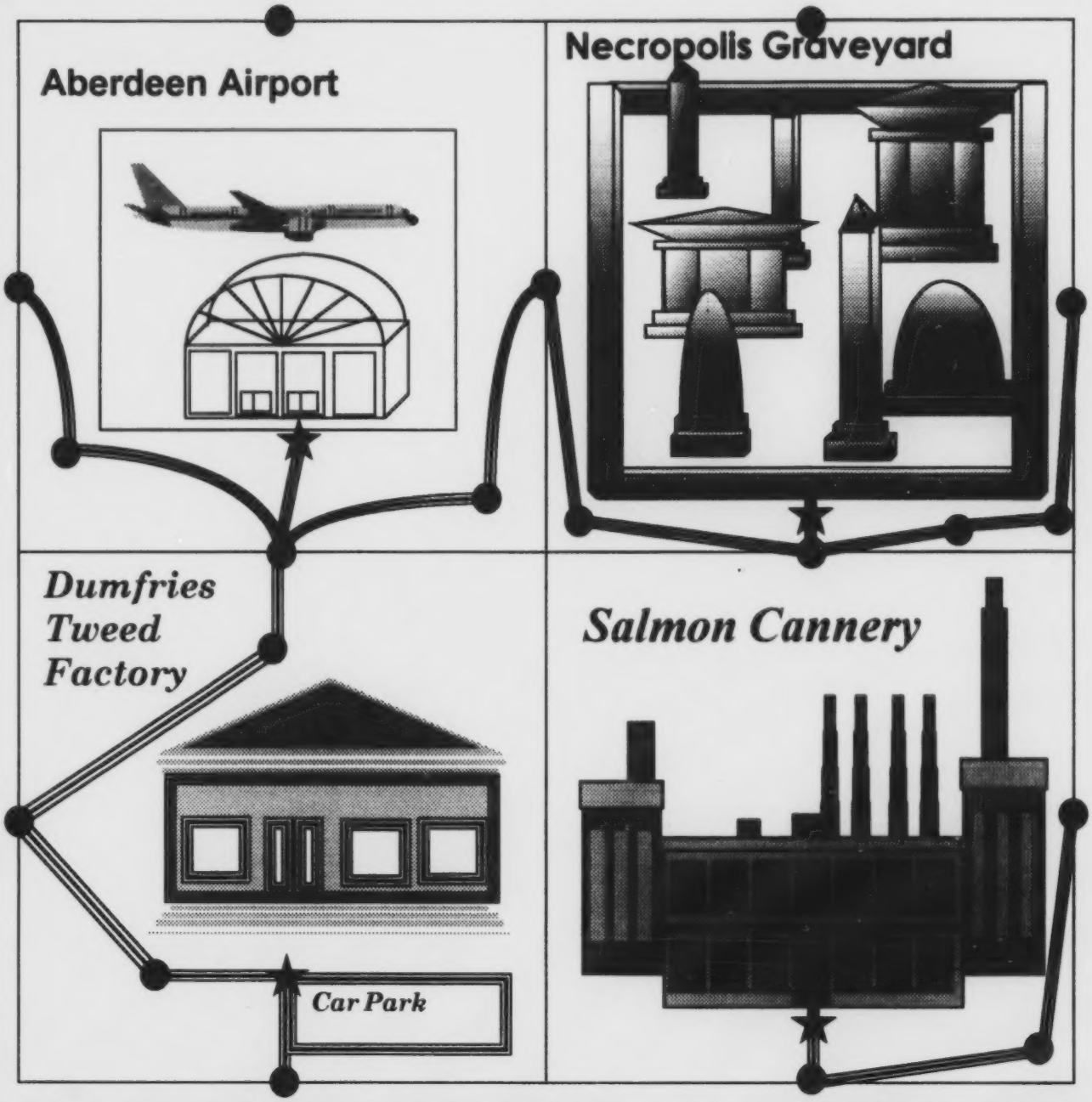
Your Vacation This Year is at *A Quaint Farmhouse in the Barley Fields*



Scotland Destination Card	***Scotland Destination Card***	***Scotland Destination Card***	***Scotland Destination Card***
Your Vacation This Year is at	**Your Vacation This Year is at**	**Your Vacation This Year is at**	**Your Vacation This Year is at**
St. Andrew's Golf Course	***Palace of Holyroodhouse***	***Edinburgh Castle***	***Loch Ness***



Scotland Destination Card	***Scotland Destination Card***	***Scotland Destination Card***	***Scotland Destination Card***
Your Vacation This Year is at	**Your Vacation This Year is at**	**Your Vacation This Year is at**	**Your Vacation This Year is at**
Glasgow	***A Stone Cottage in the Highlands***	***The Shetland Islands***	***A Camp on the Thistle & Heather Moors***



Scotland Destination Card	Scotland Destination Card	Scotland Destination Card	Scotland Destination Card
Your Vacation This Year is at *The Moat House Hotel*	Your Vacation This Year is at *A Cricket Camp at the Cricket Field*	Your Vacation This Year is at *The Broch Ruins in Northern Scotland*	Your Vacation This Year is at *A Bed and Breakfast Inn*

Scotland Map Game Question *If you were at* **Loch Ness** *and wanted to go to* **Thistle and Heather Moors** *how many kilometers would you travel?* ???????????	**Scotland Map Game Question** *If you were at* **Oat Fields** *and wanted to go to* **Scotty Dog Kennel** *how many kilometers would you travel?* ???????????	**Scotland Map Game Question** *If you were at* **Aberdeen Airport** *and wanted to go to* **St. Mary's Church** *how many kilometers would you travel?* ???????????	**Scotland Map Game Question** *If you were at* **Stone Cottage** *and wanted to go to* **Queen Street Train Station** *how many kilometers would you travel?* ???????????
Scotland Map Game Question *If you were at* **Shops** *and wanted to go to* **Bridge over the River Clyde** *how many kilometers would you travel?* ???????????	**Scotland Map Game Question** *If you were at* **Glasgow** *and wanted to go to* **Pasture for Herdwick Sheep** *how many kilometers would you travel?* ???????????	**Scotland Map Game Question** *If you were at* **Clock Tower** *and wanted to go to* **Edinburgh Castle** *how many kilometers would you travel?* ???????????	**Scotland Map Game Question** *If you were at* **Dundee Bakery** *and wanted to go to* **Glengoyne Distillery** *how many kilometers would you travel?* ???????????
Scotland Map Game Question *If you were at* **Cricket Field** *and wanted to go to* **Dumfries Tweed Factory** *how many kilometers would you travel?* ???????????	**Scotland Map Game Question** *If you were at* **Salmon Cannery** *and wanted to go to* **Bed and Breakfast Inn** *how many kilometers would you travel?* ???????????	**Scotland Map Game Question** *If you were at* **Moat House Hotel** *and wanted to go to* **Necropolis Graveyard** *how many kilometers would you travel?* ???????????	**Scotland Map Game Question** *If you were at* **Glamis Castle** *and wanted to go to* **Park Green for Lawn Bowling** *how many kilometers would you travel?* ???????????

Scotland Map Game Question What are the map coordinates of **Stone Circle** ???????????	**Scotland Map Game Question** What are the map coordinates of **Broch Ruins** ???????????	**Scotland Map Game Question** What are the map coordinates of **Necropolis Graveyard** ???????????	**Scotland Map Game Question** What are the map coordinates of **Glamis Castle** ???????????
Scotland Map Game Question What are the map coordinates of **Dundee Bakery** ???????????	**Scotland Map Game Question** What are the map coordinates of **Cricket Field** ???????????	**Scotland Map Game Question** What are the map coordinates of **Barley Fields** ???????????	**Scotland Map Game Question** What are the map coordinates of **Loch Ness** ???????????
Scotland Map Game Question What are the map coordinates of **Edinburgh Castle** ???????????	**Scotland Map Game Question** What are the map coordinates of **St. Andrew's Golf Course** ???????????	**Scotland Map Game Question** What are the map coordinates of **Glasgow** ???????????	**Scotland Map Game Question** What are the map coordinates of **Bank of Scotland** ???????????

Scotland Map Game Question *If you were at* **Glasgow** *and wanted to go to* **Glamis Castle** *what direction would you travel?* ???????????	**Scotland Map Game Question** *If you were at* **Stone Circle** *and wanted to go to* **Barley Fields** *what direction would you travel?* ???????????	**Scotland Map Game Question** *If you were at* **Loch Ness** *and wanted to go to* **Dundee Bakery** *what direction would you travel?* ???????????	**Scotland Map Game Question** *If you were at* **Bank of Scotland** *and wanted to go to* **Edinburgh Castle** *what direction would you travel?* ???????????
Scotland Map Game Question *If you were at* **Moat House Hotel** *and wanted to go to* **Cricket Field** *what direction would you travel?* ???????????	**Scotland Map Game Question** *If you were at* **Dumfries Tweed Factory** *and wanted to go to* **Necropolis Graveyard** *what direction would you travel?* ???????????	**Scotland Map Game Question** *If you were at* **Highlander Music School** *and wanted to go to* **Stone Circle** *what direction would you travel?* ???????????	**Scotland Map Game Question** *If you were at* **Clock Tower** *and wanted to go to* **Oat Fields** *what direction would you travel?* ???????????
Scotland Map Game Question *If you were at* **Shetland Islands** *and wanted to go to* **Palace of Holyroodhouse** *what direction would you travel?* ???????????	**Scotland Map Game Question** *If you were at* **Ship Building Yard** *and wanted to go to* **Shops** *what direction would you travel?* ???????????	**Scotland Map Game Question** *If you were at* **Bridge over the River Clyde** *and wanted to go to* **Glengoyne Distillery** *what direction would you travel?* ???????????	**Scotland Map Game Question** *If you were at* **Salmon Cannery** *and wanted to go to* **Offshore Oil Platform** *what direction would you travel?* ???????????

Map Game Question

If you were at

and wanted to go to

how many kilometers would you travel?

? ? ? ? ? ? ? ? ? ? ? ?

Map Game Question

If you were at

and wanted to go to

what direction would you travel?

? ? ? ? ? ? ? ? ? ? ? ?

Map Game Question

What are the map coordinates of

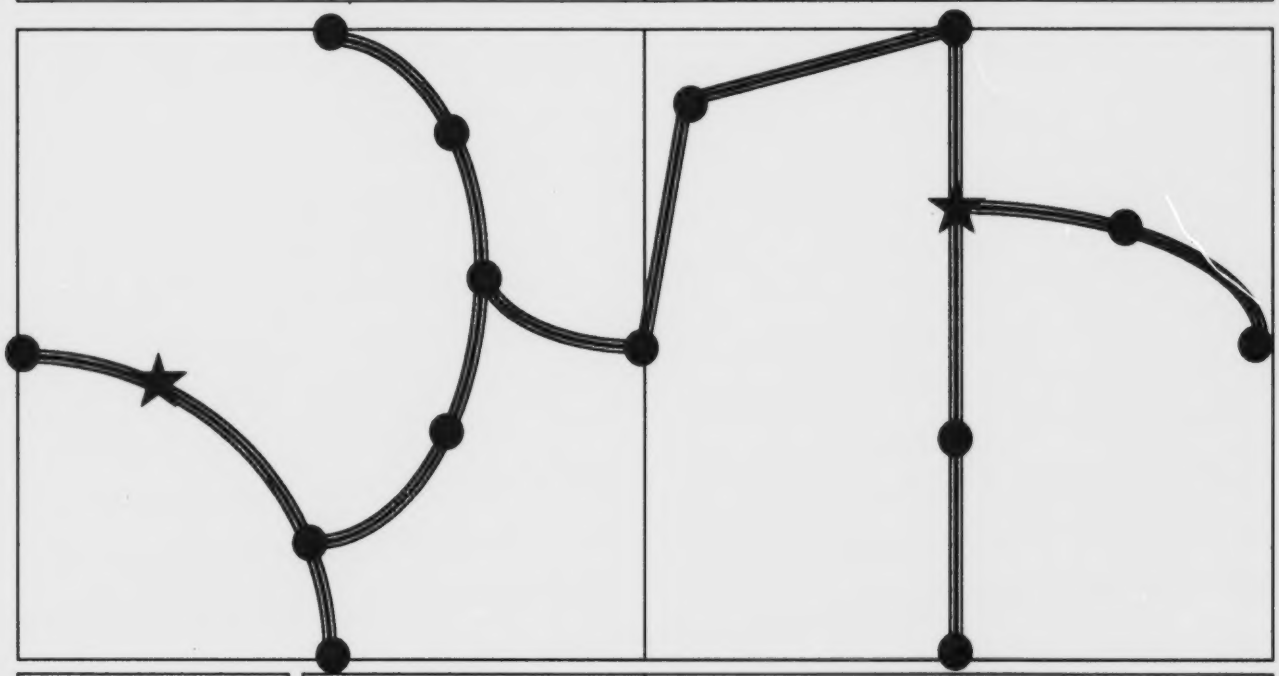
? ? ? ? ? ? ? ? ? ? ? ?

Map Game Question

Trace the shortest route from

to

? ? ? ? ? ? ? ? ? ? ? ?



Destination Card

Your Vacation this year is at

Sightseeing Card

Map Coordinate

Souvenir Card

Souvenir Card

12

Environmental Crises in Benin, Lesotho, and Senegal

Christine Pratt-Consoletti

Connection With The Curriculum

This activity can be used to reinforce concepts of the commonality of environmental problems. Students will examine the problem of soil erosion in Lesotho, desertification in Senegal, and deforestation in Benin and discover that although each problem is different, it is also similar. It can be effective with social studies students as a culmination for the unit on Africa by focusing on environmental challenges facing modern African nations and how they meet the challenges. Language arts students can employ their research skills in order to examine the subject in greater depth. Science students can use this lesson to create models demonstrating the problems and solutions found in each country and as a springboard for research into similar environmental problems in other African countries or any country in the world.

Teaching Level

Grade 6 (or, with modification, any grade level)

Geographic Themes

Human/environment interaction, movement, location, place

Materials

Letters from a Peace Corps volunteer, political map of Africa, "A Desertification Puzzle," "The Desertification Debate," "Environmental Crisis: Soil Erosion," "Crisis in Lesotho: Soil Erosion," "*Le Foyer Economique,*" "Economy of Senegal," "Economy of Lesotho," teacher-developed charts.

Objectives

Students are expected to achieve the following objectives:

1. Locate the countries of Benin, Senegal, and Lesotho on a political map of Africa.
2. Identify the environmental problem in each country.
3. Identify the cause or causes of the problem in each country.
4. Identify the effect the problem has on each country's economy and culture.
5. Compare and contrast the causes and the effects of the problem.
6. Discover the solution each country has chosen for its environmental problem.
7. Predict which country's solution will have the greatest success rate.

Suggestions for Teaching the Lesson

1. To begin, emphasize the interconnectedness of humans by reviewing the themes of movement and human/environment interactions.
2. Using a political map of Africa, have students locate and identify the countries of Benin, Senegal, and Lesotho; identify the relative location of each country; and identify each country's capital.
3. Have students identify the region in which each country is located. Also have students compare the sizes of the three countries using an atlas or a map scale.
4. Pair students and have each pair complete the puzzle on desertification to help familiarize them with environmental vocabulary.
5. Divide the class into groups of three or four. Each group may do each activity, or the work may be divided among the groups. Have groups use the handouts and teacher-generated materials to:
    a. research the environmental problem in each country and identify the effects on each country. Students will show how each problem, although not the same, is similar; identify the ways in which physical geography and cultural geography contribute to the environmental crisis; and brainstorm ways the environmental

problem could be prevented or reversed, basing their solution on what they have learned about the crisis.

b. identify the solution each country has chosen and describe it. Students will indicate what the solutions have in common and how they are different. They will identify which solutions involve physical change and which ones involve cultural change. Groups will also predict which country's solution is or will be most successful.

c. recreate samples of the environmental problem(s) they are researching. Using three shoe boxes or plastic containers, students will put soil in all three containers. They will plant seeds in two boxes, and leave the third box fallow. Groups will keep records of what was planted, when, and how the plants developed. The box with no seeds represents the desert. Groups will water the first box on a regular basis, and the second box only one-third of the time. Furthermore, the box that receives only one-third of water will have a few plants removed from it on a regular basis. Students will observe the effects of desertification, overgrazing, and soil erosion.

Evaluations

1. Groups will share their predictions with the class, supporting their predictions with facts they have gathered. Students will share their information in charts or graphs on poster board or on a transparency for an overhead projector.

2. Groups may debate which country's solution will be the most successful.

3. Groups may make a diorama of a country's problem(s) and/or solution(s).

4. Groups may present a news report on the country's problem and method of solution.

Extensions

1. Have students identify areas of soil erosion, desertification, or deforestation in their own community. Encourage them to find examples of soil erosion, desertification, or deforestation caused by both physical and cultural factors. Which causes are similar to Benin's, Lesotho's, or Senegal's? Which causes are different? What actions would be needed to curb this environmental problem? Are they practical?

2. Have students research causes and consequences of environmental problems (similar to those in Benin, Senegal, and/or Lesotho) in the United States, either past or present.

References

World Wise Schools. (1994). *Destination: Lesotho, study guide*, Washington, D.C: World Wise Schools.

World Wise Schools. *Destination: Senegal, video guide*, Washington, D.C: World Wise Schools.

Republique Populaire Du Benin. *Le Foyer Economique, ses avantages sa construction, Ministere Du Developpement Rural Et De L'Action Cooperative.*

Wakefield, D. (1994). *Letters.* Peace Corps volunteer in Benin.

Silver, J. F. (1992). *World Geography Activities for Grades 5-12*, West Nyack, NY: The Center for Applied Research in Education.

November 15, 1993

Dear Mrs. Pratt-Consoletti and Class:

Thank you very much for the letters. I just finished reading through all of them, and I enjoyed hearing what all of you had to say. I would like to answer all of the questions you have, so without further delay, let me tell you a little about myself.

My name is David Wakefield; I'm 23 years old. I grew up in San Pedro, California, which is a small town about 12 miles south of Los Angeles. Last spring, I graduated from the University of California, Berkeley. There, I studied (majored in) Psychology and Social Welfare and received a minor in Education. Then in July, I started training in the Peace Corps in Arkansas. Then in September, I arrived in Benin. I will be in training here until December. Since I arrived here in September, I've been in intensive language training classes. I am learning both French (the official language of Benin) and Aja (Ah-jaw). Aja is a local tribal language spoken by the majority of the people who live in the Southwest of Benin. Aja uses an alphabet with 40 characters, some of which have the same sounds that we have in English, but there are also a bunch of sounds (phonemes) that are new for me. It's hard work learning new languages, but it's also lots of fun.

. . . With the Peace Corps, you live in a village, get to know the people and you end up doing and living just like they do. The people here in Benin dress in clothes similar to the clothes we wear in the U.S. People also dress in the traditional clothes which for men is the *complet* (a suit that is made from colorful fabric) and women wear *panias* (2 meter long pieces of colorful fabric that they wrap around themselves to make a skirt and a top). It's more common for people to wear the traditional Beninois clothing in my village, but in Cotonou, a lot of people wear clothes similar to what we wear in the States.

Sincerely,

David Wakefield

January 5, 1994

Dear Mrs. Pratt-Consoletti and Class:

Well, after 5 months of training, I'm finally here at my post. I've been here now for three and a half weeks, and I'm in the process of getting furniture made (like a bed, table, and 2 chairs). I'm living in the very small village of Houeydogli. There are about 300 people who live here in the surrounding community, but in my commune there are about 100 people. My house is built out of cement, but almost every other house in my village is made of mud. Homes either have straw or tin roofs. I have a tin roof on my house, so it gets very hot during the day and is unbearably loud when it rains.

Most everyone in Benin, especially in the southwestern region, are farmers. Big crops here are cotton, palm nuts, corn, peanuts, black-eyed peas, bananas, papayas, pineapples, mangos, and guava. In front of my house, I have three papaya trees growing, and I'm planning on planting some banana trees.

What do people eat? For lunch and dinner most people here eat *pate* (a fermented form of something resembling a cross between grits and cream of wheat), and it is eaten with a very spicy okra sauce. Meat is used for special occasions and is used sparingly. People in my area eat pork, lamb, chicken, and *agouti* (an agouti looks like a cross breed of a guinea pig and a rat). Meat here isn't like meat in the U.S. The animals here are not fed "feed" like chickens in the states. Here they are let free to run around and find their own food. Thus, they eat mostly vegetables and leaves. This makes very small and lean chickens . . . great meat if you're into lowfat/lean meat . . . but along with lean chicken you can always expect the toughest meat you have ever chewed. To summarize it all, I've been eating less meat!

Well let me tell you a little about my job here in Benin. My job title is: Rural Community Development Volunteer. I do work in the Social Center in Klouekanme almost every day. At the Social Center, they have baby weigh-ins each month to monitor the weight of the babies. Researchers have found that the weight of a baby corresponds directly with the "healthiness" of a baby. I work with the director of the Social Center to develop and implement other projects for the community. Also, I am responsible for implementing small projects in my village and the neighboring villages.

The people of Houeydogli seem really interested in raising rabbits and chickens for profit. My job is to advise them on a good way to do it. Also, at the elementary school here in Houeydogli, there is a need for latrines at the school. Perhaps I will be able to help by working on that.

I have a bike, and I usually ride it every day to Klouekanme (about a 12 km ride). I try to avoid riding between the hours of 11 am and 2 pm because the sun is unbearably hot. This is because we are so close to the equator. The road between Houeydogli and Klouekanme is very, very bad. There are so many holes, crevices, sand, and loose dirt, it's really very hard to ride on. I never knew how much I took paved asphalt roads for granted. Traveling within Benin is hard. From my village, it takes about four and a half hours to get to Cotonou. The only way to get to the main road from Houeydogli (to Azore) is by bicycle or motorcycle. There are motorcycle taxis which come up and down the road occasionally and with the bad road it takes me about 30 to 45 minutes to get to Azore or Klouekanme.

Back to food. People also eat rice and beans with fish or lamb, or agouti. They eat lots of vegetables like spinach, okra, and tomatoes. My favorite dish is one that has rice with a spicy, garlicky peanut sauce over it (it is really good). Usually for lunch, I eat rice and beans with a spicy hot pepper sauce and when I get back to Houeydogli in the evening, I make some sort of pasta dish and a salad. Breakfast consists of cheese and bread and a cup of tea. Occasionally I make an omelette sandwich. Bread is available only one day a week here so it doesn't stay fresh for very long.

I get my water from a well 2 km from the house, so it is quite a chore getting water each day. At night it gets really dark, so I make sure to get back inside my house before sundown. Then I have to light my lanterns to see for the remaining hours before bedtime. I then listen to the shortwave radio.

There are not many T.V.s in Benin. Only the very rich own them. In my village no one has a T.V. For the people who have T.V.s, there isn't much to watch. Benin only has one channel which broadcasts only from 5 pm to 9 pm Monday thru Friday. Also, there is a station in Togo and Nigeria which broadcasts, but the reception is really bad. So I haven't watched T.V. for over 6 months.

Life is hard for children here in Benin. School is expensive, so only those families with money can send their children to school, and most families don't send all of their children to school. Also, lots of families must have their children help them by working in the fields all day. Even then there is lots of work for the children to do around the house. Getting water from the well, sweeping the house, collecting

around the house. Getting water from the well, sweeping the house, collecting firewood, getting lanterns ready each night, feeding the animals; all work is done each day before the children can start their homework.

I have enclosed a map of Benin so that you can see exactly where I am (Houeydogli) and so you can have some idea of what's going on when I mention different towns and villages. Also, I've enclosed a booklet that we use to promote mud stoves in Benin. It's a big project that the Benin government is working on.

Hope all is well in Hamilton!

Sincerely,

David Wakefield

April 25, 1994

Dear Mrs. Pratt-Consoletti and Class,

I just received your package the other day. Thank you so much for the maps, seeds.

A lot has been going on here in West Africa since I last wrote to you. I'm not sure how much you know about the colonization of Africa, but Benin, Togo, Ivory Coast, Mali, Senegal, and Cameroon were originally colonized by the French. That is one of the reasons why French is the official language of these countries. Well, in February, the CFA (West African franc) was devalued by 50%, so to put it in simple terms, the people have less money and all imported goods prices have doubled, sometimes tripled.

Well, as a result of all of this, there have been lots of political rebellions within the country of Benin, Togo, and Senegal, and recently some outbreaks of violence. I'm hoping that all of it will subside after a couple of months.

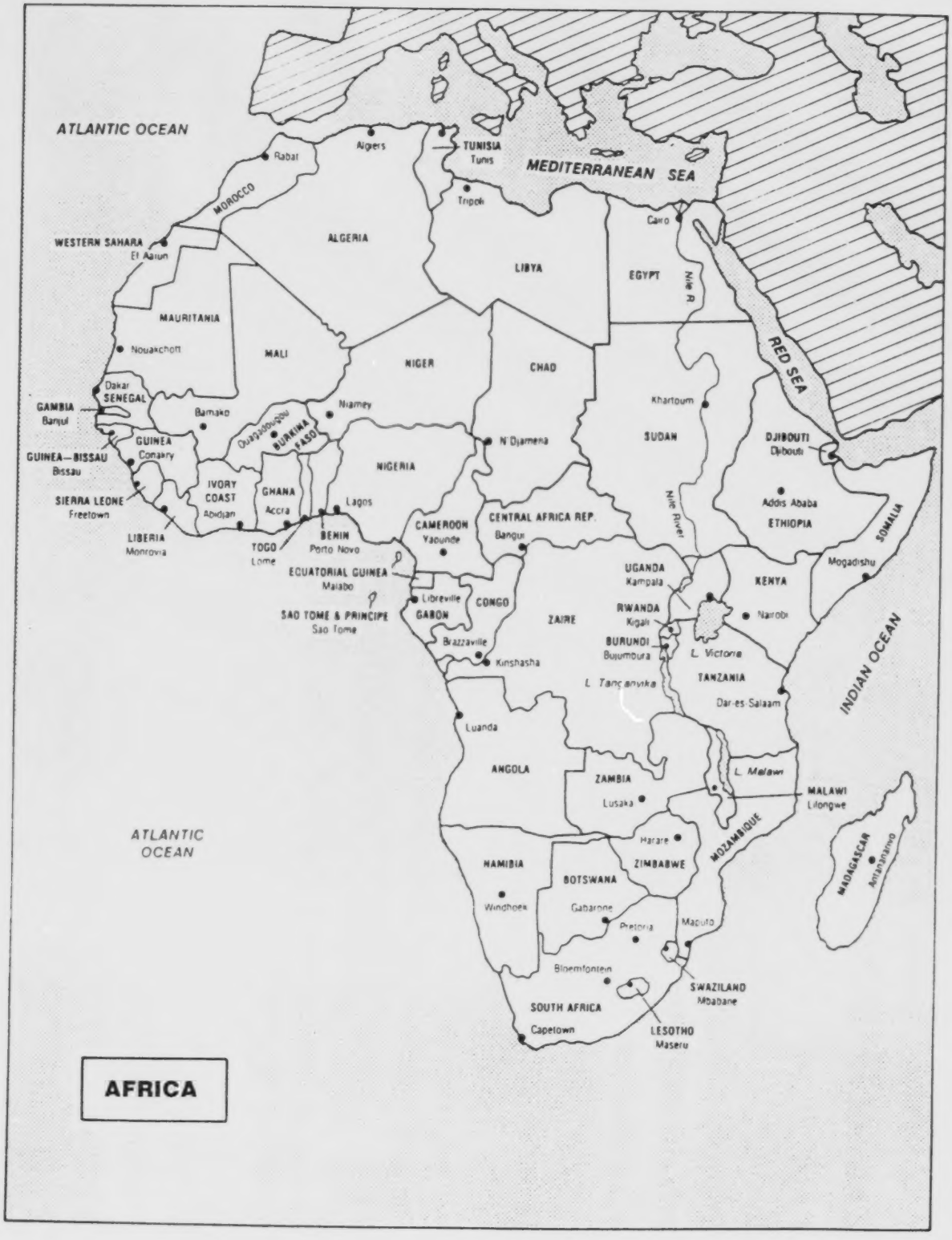
Here in my village (Houeydogli) I am working on building latrines at the elementary school and I work with the students there with a fruit tree nursery. They are growing mango, papaya, and guava trees. Have any of you had the chance to try mangos or papayas? They've become two of my favorite fruits. Also, here in West Africa there is a tree called baobob (bow-bob) tree. It is a giant tree that produces these large squash-shaped fruit. The pulp of the fruit is actually a powder and it kinda tastes like dried apples.

The rainy season just started here and it has caused the roads to become nearly impassable, plus the rain drives the scorpions into your house (definitely something I'm not happy with!).

Next week the kids at the elementary school are going to plant the seeds you sent, and we are also going to paint a map of the world on the side of the school wall. Hope all is well with all of you and your families.

Sincerely,

David Wakefield



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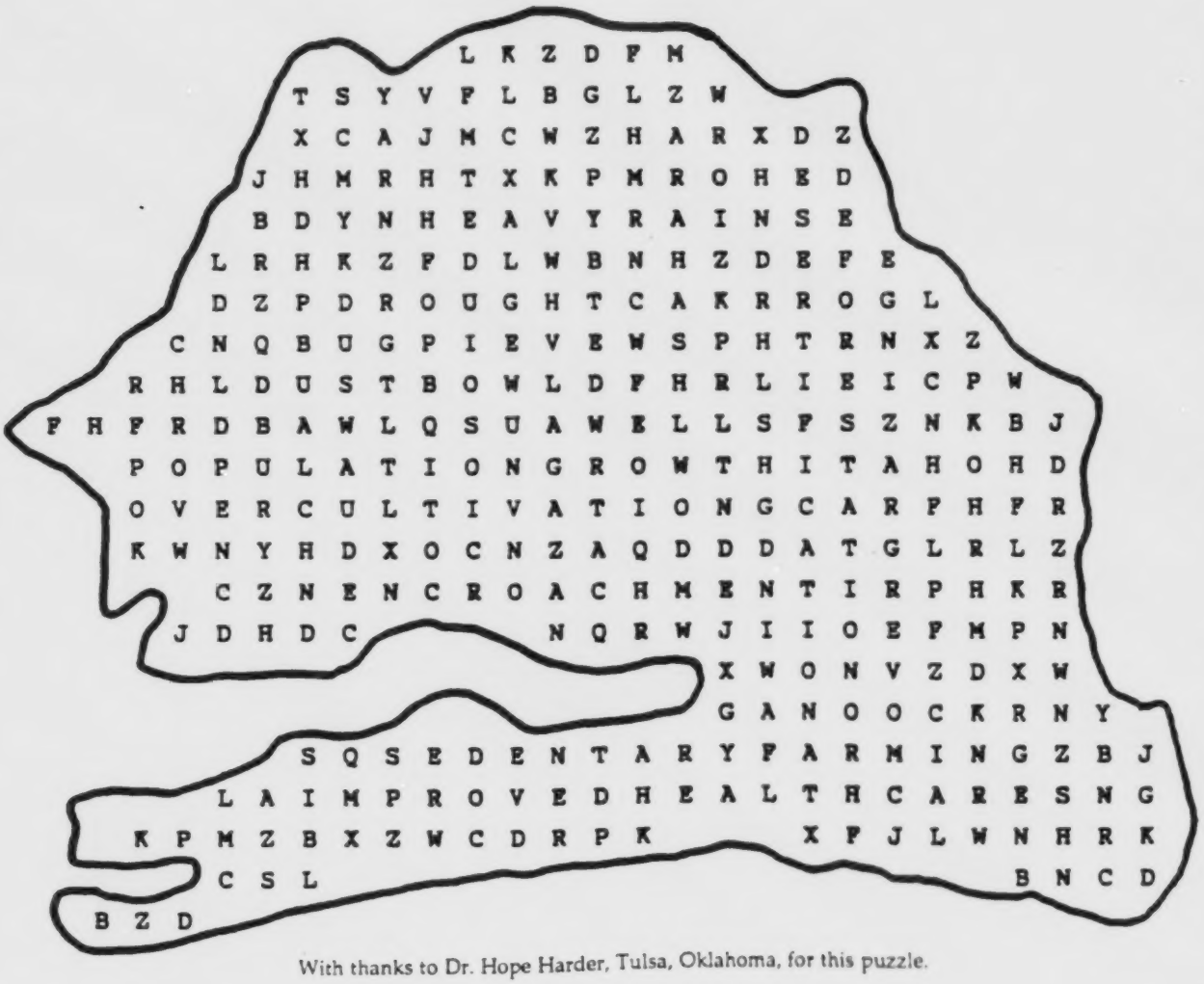
A DESERTIFICATION PUZZLE

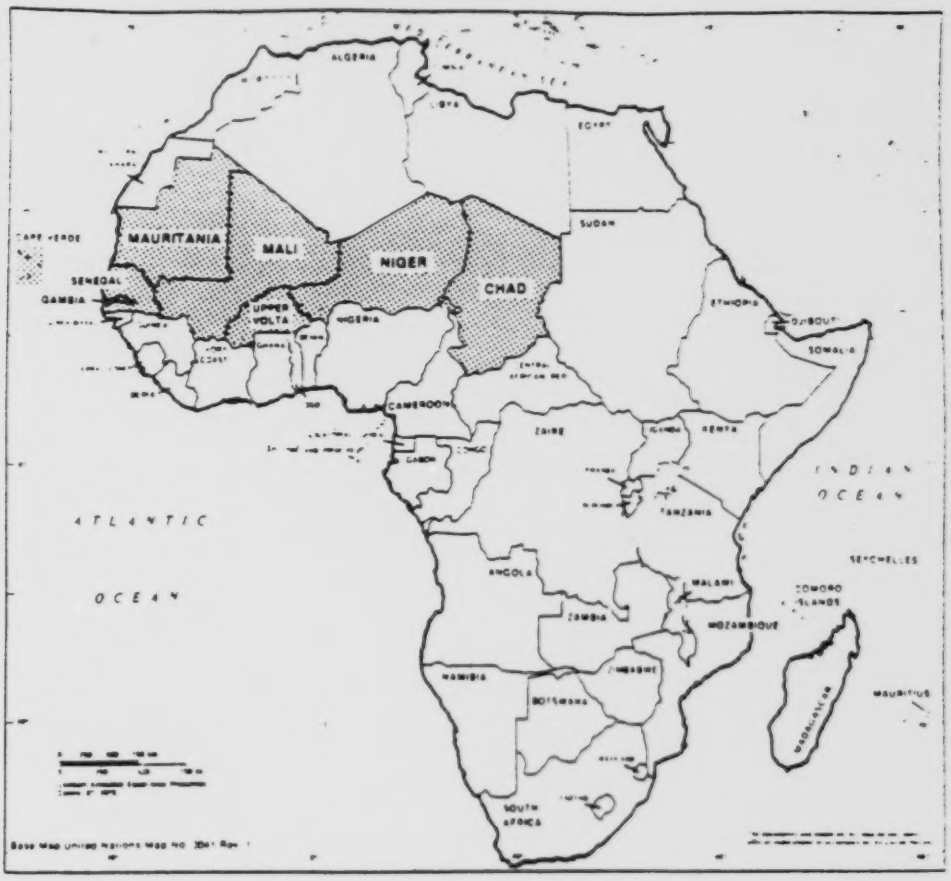
Listed below are 16 terms which are related to the process of desertification in Africa. Find each of these terms in the puzzle frame. The terms can be found by reading across, up, down or diagonally up or diagonally down. Circle each term when you find it in the puzzle frame and mark it off the word list.

WORD LIST

ARID
DEFORESTATION
DESERTIFICATION
DROUGHT
ENCROACHMENT
FUEL WOOD
HEAVY RAINS
IMPROVED HEALTH CARE
OVERCULTIVATION
OVERGRAZING
POPULATION GROWTH
SAHARA
SAHEL
SEDENTARY FARMING
WELLS
WIND


L K Z D F M
T S Y V F L B G L Z W
X C A J M C W Z H A R X D Z
J H M R H T X K P M R O H E D
B D Y N H E A V Y R A I N S E
L R H K Z F D L W B N H Z D E F E
D Z P D R O U G H T C A K R R O G L
C N Q B U G P I E V E W S P H T R N X Z
R H L D U S T B O W L D F H R L I E I C P W
F H F R D B A W L Q S U A W E L L S F S Z N K B J
P O P U L A T I O N G R O W T H I T A H O H D
O V E R C U L T I V A T I O N G C A R F H F R
K W N Y H D X O C N Z A Q D D D A T G L R L Z
C Z N E N C R O A C H M E N T I R P H K R
J D H D C N Q R W J I I O E F M P N
X W O N V Z D X W
G A N O O C K R N Y
S Q S E D E N T A R Y F A R M I N G Z B J
L A I M P R O V E D H E A L T H C A R E S N G
K P M Z B X Z W C D R P K X F J L W N H R K
C S L B N C D
B Z D

With thanks to Dr. Hope Harder, Tulsa, Oklahoma, for this puzzle.



The African Sahel

THE DESERTIFICATION DEBATE

Say the word *desertification* and most people picture wild winds sweeping the Sahara's sands through remote villages in a near human gesture of revenge. Certainly, expanding desert boundaries are a significant aspect of the desertification process, but desertification means more than widening deserts. It is the process by which fragile arid lands -- whether adjacent to wide expanses of desert or not – become "desert-like", that is, unable to sustain life due to poor or absent topsoil and insufficient rainfall. These patches of land can be in the western plains of the United States, in the southern plateau of Nepal, or in the northern part of Senegal. They can be anywhere in the world where man and nature have combined to create desert conditions.

What causes desertification? Can it be stopped? As with most environmental issues, there is much debate and disagreement about what causes desertification, as well as about what will stop it. Its causes are like the complex "underlying causes of the Civil War" -- they lie sizzling under the

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surface until a direct cause comes along and triggers them off. One thing is certain, though. Desertification is a natural process which has been aggravated by man.

Recurrent drought, poor soil, harsh winds, and infrequent or heavy rains all create strain on an environment. Add to these factors such things as sudden population growth, deforestation, overgrazing by animals, overcultivation of land, and changes in lifestyle, and an already fragile land area weakens and, in a sense, breaks.

Can it be stopped? Since 1977 when the United Nations had its Conference on Desertification, people all over the world have looked more closely at this problem and at its possible solutions. The debate about what really works will continue for some time. Most scientists agree, however, that the changes that take place must be educational as well as environmental, and that the people involved in the problem must somehow be involved in its solution.

Desertification, the process by which fragile arid land becomes desert-like, is caused by a complicated web of natural and man-made factors. There is no one solution which is right for every country. However, it is clear that it is a problem that won't go away if it is ignored. And it is a problem that affects the day to day living of people who are very much like you and your classmates.

Ndiane is a village located in one of the regions of the world most threatened by desertification, the African Sahel. As you read about this village, ask yourself how people's lives there have been affected by changes in the land. Ask yourself, too, whether these changes are positive or negative ones.

NDIANE

Ndiane is a rural farming community located in the Thies region of Senegal. Its 460 inhabitants represent two of Senegal's largest ethnic groups -- Wolof and Serer. In 1895 Biram Ndiane founded the village which bears his name in a lush valley ideal for farming and planted rice along a seasonal river which ran past the village's south boundary. Almost 100 years later his great grandson, Modou Fall (the village's current chief), leads quite a different life as the encroaching desert and increasing deforestation have made farming merely a subsistence venture and as every year the yields from the millet and peanut fields diminish in proportion to the decreasing rainfall.

Days in Ndiane begin early and at times seem endless, especially during the rainy season, when women rise at 4:30 A.M. to pound millet (the staple food grain of much of the country) in the morning cool and men

leave for the fields well before dawn in order to accomplish as much as possible before the mid-day heat becomes unbearable. While both men and women are occupied in agricultural activities, women's further activities include: child care, firewood gathering, hand drawing water from thirty meter deep wells, collecting leaves used in making sauce for the evening meal, as well as [general] food preparation -- which, aside from the actual pounding and processing of the millet, includes cooking over an open fire for up to four hours for any one of the three daily meals.

Ndiane is a village in transition, caught somewhere between the traditional and Muslim ways of its founders, and the increasingly modern and western desires of its youth, many of whom have left the village in search of employment in Senegal's growing metropolitan centers. While the village chief...faithfully completes his five daily prayers, his eldest son is a chauffeur in Dakar, smokes Marlboros, and knows all the words to Michael Jackson's "Thriller"...It is in an attempt to cope with the combined pressures of modernization and desertification that the village has placed much of its hope for the future in the formal education of its children.

[N.B. Under the guidance of Peace Corps Volunteer Martha Holleman, and community leader Souleye Sarr, the people of Ndiane built an additional classroom for their primary school.]

SOMETHING TO THINK ABOUT

1. Draw a diagram or picture which illustrates the process of desertification.

2. How have the lives of the people of Ndiane been affected by the their environment?

3. What other factors have contributed to change in the lives of the villagers?

For Further Research:

1. What human factors contribute to the desertification of an area? Environmental factors?

2. Locate area of the United States which are threatened by desertification. What are the human and environmental factors aggravating this process? What is being done to stop it?

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Environmental Crisis: Soil Erosion [Rel, P]

Focus: causes, consequences, and remediations of soil erosion in Lesotho
Resource: worksheet, "Lesotho in Crisis: Soil Erosion," p. 50

Background:

Soil erosion is a serious environmental problem in Lesotho. The natural proclivity of Lesotho's terrain toward erosion is compounded by physical and cultural factors related to human settlement. Approximately two percent of topsoil is lost *each year* to the ravages of weather and overgrazing. This is an alarming rate for an agrarian country whose topography limits cultivation to only 13% of the total land area. In Lesotho, soil is carried away both by wind and water. Dust storms are common during the winter dry season when cultivated fields lie bare. Hard rains during summer wash soil from overgrazed, treeless slopes. Run-off from Lesotho's steep mountains carves into the flat plains below. Deep erosion gulleys called *dongas* cut through these more fertile lands, preventing some areas from being farmed.

Efforts have been made for many years to curb erosion, though with limited success. In the mountains, farmers terrace their fields and plow along the contours of the slopes. Tree planting projects have been initiated throughout the country, but the daily press for brush and firewood limits their effectiveness. Reducing animal herds in the country is widely recognized as a key step in managing the erosion; however, the cultural significance of cattle makes reduction of overgrazing particularly difficult. Assisting the Lesotho Government in its efforts to curb erosion is one way Volunteers serve this nation.

Crisis in Lesotho: Soil Erosion

Background Information: Erosion is the wearing away of the earth's surface, which happens all the time, but at different rates in different places. Soil erosion becomes a serious problem when it removes topsoil from an area faster than it can be replaced. Topsoil is not just any kind of dirt; it is the nutrient-rich layer of earth from which all things grow. Without topsoil, the bare earth cannot support life.

Soil erosion has both natural and human causes. Wind blows away soil if it is dry or loose. Water can wash it away. Humans contribute to soil erosion by overusing the land in a variety of ways. They may burn brush and grass, thus leaving the ground unprotected from the drying effects of sun and wind. Soil can easily erode without sufficient roots to hold it. Humans may also overstock an area with their animals until the grasses become worn from overgrazing. In addition, footpaths and animal paths can further abrade the land.

With grass worn away, water can easily wash away the bare soil. In Lesotho, the force of gathered water rushing down sloping lands leads to the formation of deep gullies (called *dongas*) that can tear through unprotected land for many kilometers.

Directions: Below are five situations related to Lesotho's soil erosion problem. Explain how each situation contributes to this environmental crisis. Base your answers on the information about soil erosion, supplied above. Answer on a separate piece of paper.

1. Steep, treeless mountains cover two-thirds of Lesotho's land. The mountains drop off sharply onto flat lowland plains.

2. Because Lesotho's terrain is so rugged, only 13% of the land in the entire country can be plowed and cultivated. This means every year rural Basotho use every piece of this land to grow the wheat, maize, and sorghum they need.

3. The driest months in Lesotho occur in winter, after the crops in the fields have been harvested. This is also the windiest time.

4. Lesotho has a sunny, dry climate for most of the year. During the summer, however, cloudbursts from thunderstorms drench the country with rain.

5. Too many cattle, sheep, and goats have made Lesotho's land up to 300% overgrazed.

THE ECONOMICAL STOVE

LE FOYER ECONOMIQUE

ses avantages
Its ADVANTAGES

sa construction
Its CONSTRUCTION

DIRECTION DE L'ALIMENTATION ET DE LA NUTRITION APPLIQUEE
MINISTERE DU DEVELOPPEMENT RURAL ET DE L'ACTION COOPERATIVE
REPUBLIQUE POPULAIRE DU BENIN

THE PROBLEM OF DEFORESTATION

LE PROBLEME DU DEBOISEMENT

THE PEOPLES REPUBLIC OF BÉNIN KNOWS THE PROBLEMS OF LACK OF RAIN AND OF RAPID AND WIDESPREAD DEFORESTATION. BÉNIN DEPENDS ALMOST ENTIRELY ON CHARCOAL AS A SOURCE OF ENERGY FOR COOKING.

La République Populaire du Bénin connaît les problèmes de la diminution des pluies et du déboisement rapide et croissant. Le Bénin dépend presque entièrement du bois et du charbon comme source d'énergie pour la cuisine.

BUT 5 YEARS RESEARCH OF THE LAND HAS BROUGHT ABOUT ONE PRACTICAL SOLUTION:

Mais, 5 ans de recherche sur le terrain ont abouti à une solution pratique:

THE ECONOMICAL STOVE

LE FOYER ECONOMIQUE!

Ce foyer ne consomme que la moitié du bois du foyer traditionnel pour une même cuisson.

THIS STOVE DOES NOT CONSUME HALF OF THE WOOD THAT A TRADITIONAL STOVE USES FOR THE SAME MEAL.

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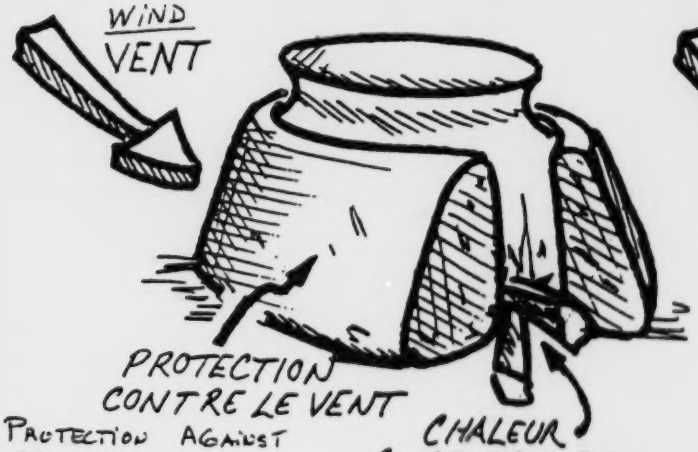
THE ECONOMICAL STOVE : ITS ADVANTAGES

LE FOYER ECONOMIQUE: ses avantage:

1 ECONOMIE DU BOIS
THE ECONOMY OF WOOD

ECONOMIE D'ARGENT
THE ECONOMY OF MONEY

ECONOMICAL STOVE
FOYER ECONOMIQUE



CONSUMPTION
CONSOMMATION
AVERAGE OF WOOD
MOYENNE DU BOIS
IN A MONTH
DANS UN MOIS:
STICKS
15 FAGOTS
OU OR
90 KG

TRADITIONAL STOVE
FOYER TRADITIONNEL

CONSUMPTION
CONSOMMATION
AVERAGE OF WOOD
MOYENNE DU BOIS
IN A MONTH
DANS UN MOIS:
STICKS
30 FAGOTS
OU OR
180 KG

Le foyer économique est deux fois plus efficace que le foyer traditionnel si le foyer est bien construit et utili

THE ECONOMICAL STOVE IS TWO TIMES MORE EFFICIENT THAN THE TRADITIONAL STOVE IF THE STOVE IS CONSTRUCTED AND UTILIZED WELL.

Economy of Time

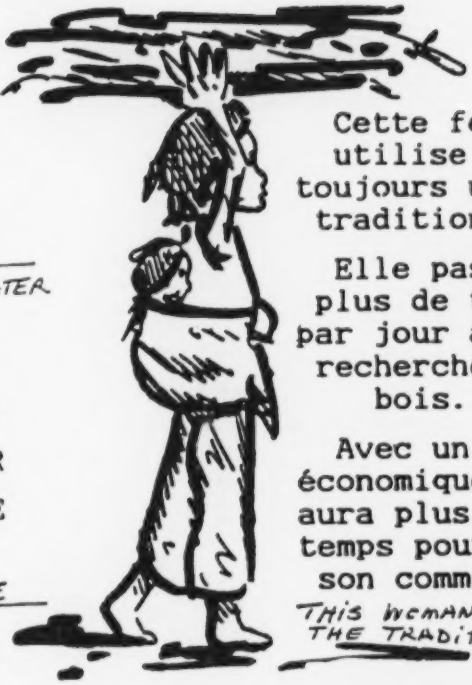
2 ECONOMIE DU TEMPS

FOYER ECONOMIQUE:
14 MINUTES POUR
FAIRE BOUILLIR
L'EAU

Economical Stove
14 minutes for water to boil.

FOYER TRADITIONNEL:
26 MINUTES POUR
FAIRE LA MEME
CHOSE

Traditional Stove
26 minutes for the same thing



Cette femme utilise toujours un foyer traditionnel.

Elle passe plus de temps par jour à la recherche du bois.

Avec un foyer économique elle aura plus de temps pour faire son commerce.

This woman always us. the traditional stove

She spends most of th day looking for wo time to do her work.

With the Economical stove she would have mo time to do her work.

3 PROTECTION DE LA FAMILLE

Protection of the Family

Economical Stove
FOYER ECONOMIQUE

PROTECTION
Protection

Traditional Stove
FOYER TRADITIONNEL

BRÛLURES FREQUENTES
Frequent Burns

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A Simple Construction

UNE CONSTRUCTION SIMPLE

L'ENDROIT

THE PLACEMENT

BON CHOIX

Good Choice

MAUVAIS CHOIX

Poor Choice

LES MATERIAUX

THE MATERIALS

TERRE DE BARRE OU LA TERMITIERE Tilled Earth or Overload

SABLE
SAND
(GRAINS FINS)
Fine Grains

TROIS PIERRES
THREE STONES

L'EAU WATER

VEGETABLE MATERIAL
MATIERE VEGETA
(Paille ou fibr
de noix de pal
STRAW OR FIBER OF
WALNUT PALM

LE MELANGE THE mixture

LA PROPORTION DE SABLE ET DE TERRE DE BARRE DEPEND DE LA QUANTITE DE L'ARGILE DANS LA TERRE DE BARRE.
THE PROPORTION OF SAND AND TILLED EARTH DEPENDS ON THE QUANTITY OF CLAY IN THE TILLED EARTH.

MELANGE NORMAL NORMAL MIXTURE

TERRE DE BARRE 3 BASSINES THREE BASINS OF TILLED EARTH + SABLE 1-2 BASSINES 1-2 BASINS OF SAND + MATIERE VEGETALE ½ BASSINE ½ BASIN OF VEGETATIVE MATERIAL

D'ABORD MELANGER TOUS LES MATERIAUX SECS

MAINTENANT AJOUTER DE L'EAU PROGRESSIVEMENT

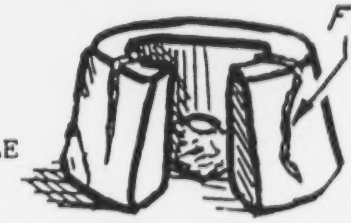
FIRST MIX ALL THE DRY MATERIALS

NOW ADD WATER GRADUALLY

Un Contrôle de la Qualité du Mélange:
A CONTROL OF THE QUALITY OF MIXTURE

Lancer une boule en l'air... THROW A BALL IN THE AIR

Un bon mélange gardera sa forme en retombant dans votre main.
A GOOD MIXTURE KEEPS ITS FORM IF IT FALLS BACK INTO YOUR HAND



FISSURES CRACKS

TROP D'ARGILE
TOO MUCH CLAY

EFFONDREMENT COLLAPSE

TROP DE SABLE
TOO MUCH SAND

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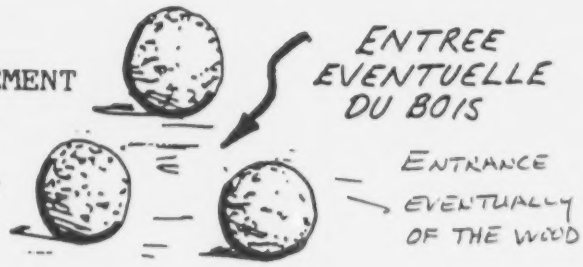
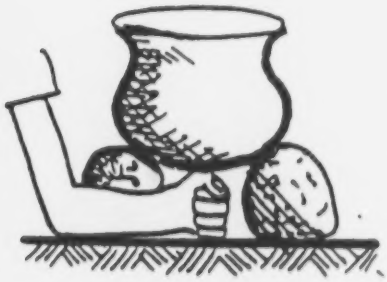
THE TEN STEPS OF THE CONSTRUCTION

LES 10 ETAPES DE LA CONSTRUCTION

1 PLACER LES TROIS PIERRES COMME ON LE FAIT HABITUELLEMENT POUR LE FOYER TRADITIONNEL.
PLACE THE THREE STONES LIKE ONE DOES CUSTOMARILY FOR THE TRADITIONAL STOVE.



2 VERIFIER LA HAUTEUR DE LA MARMITE.
VERIFY THE HEIGHT OF THE POT



PETITE MARMITE
UN POING
(10-12cm)
SMALL POT ONE FIST (10-12 cm)

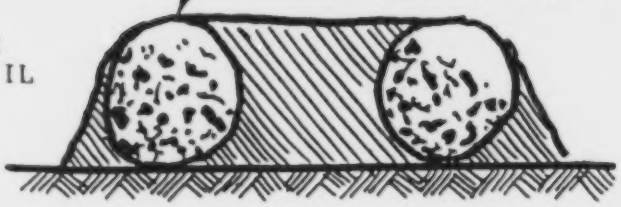
MARMITE MOYENNE
POUCE ALLONGE
(15cm)
MEDIUM POT STRETCHED OUT THUMB (15cm)

GRANDE MARMITE
2 POINGS
(20cm)
LARGE POT TWO FISTS (20 cm)

3 VERIFIER QUE LA MARMITE EST EN EQUILIBRE ET EST STABLE.
VERIFY THAT THE POT IS LEVEL AND STABLE

4 ARROSER LES PIERRES ET LA TERRE POUR ASSURER UNE BONNE ADHESION DU MELANGE.
WET THE STONES AND THE EARTH IN ORDER TO ASSURE A GOOD BONDING OF THE MIXTURE

MIXTURE TO THE HEIGHT OF THE STONES
MELANGÉ AU NIVEAU DES PIERRES

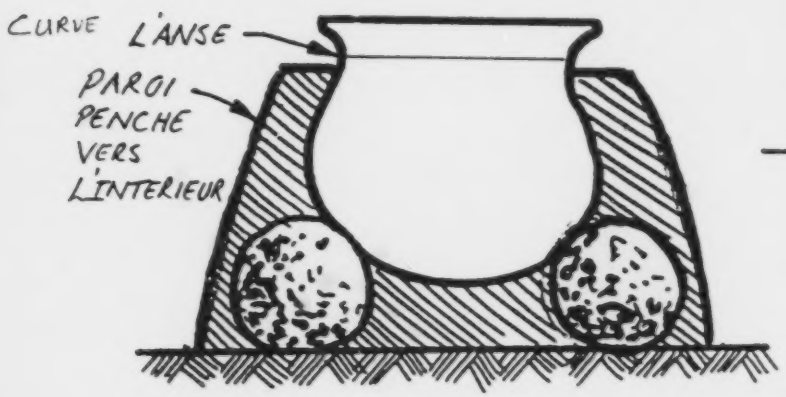


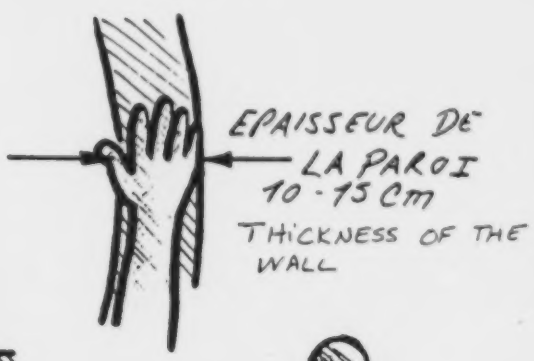
5 ENTASSER LE MELANGE AUTOUR DES PIERRES JUSQU'A CE QU'IL ATTEIGNE LEUR NIVEAU.

PILE UP THE MIXTURE AROUND THE STONES UNTIL IT REACHES THEIR HEIGHT

6 PLACER LA MARMITE SUR LES PIERRES ET MOULEZ LE MELANGE TOUT AUTOUR.

PLACE THE POT ON THE STO AND MOLD THE MIXTURE ALL AROUND IT





7 ENLEVER LA MARMITE LENTEMENT.
LIFT THE POT SLOWLY

8 DEGAGER LE SURPLUS DU MELANGE DE L'INTERIEUR DU FOYER POUR CREER LA CHAMBRE DE COMBUSTION.

DIG OUT THE SURPLUS OF THE MIXTURE FROM THE INTERIOR OF THE STOVE TO CREATE THE COMBUSTION CHAMBER.

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IMPORTANT ADVICE

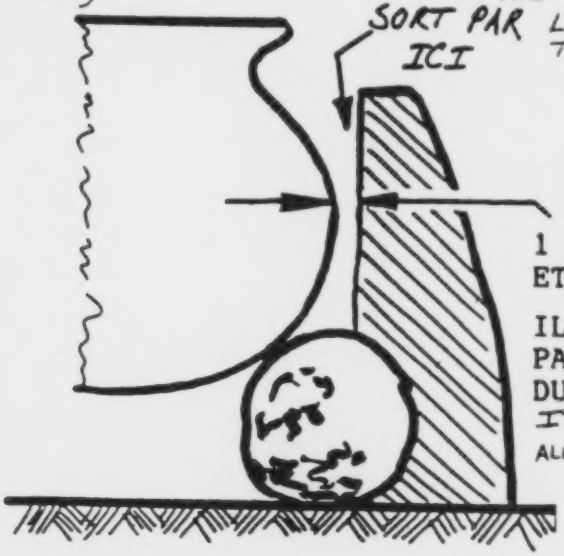
AVIS IMPORTANT

9 ENLEVER 1 CM (L'EPAISSEUR DU DOIGT) TOUT AUTOUR DE LA PAROI INTERIEURE DU FOYER
(A FAIRE AVEC UN COUPE-COUPE OU AVEC LA MAIN)

CLEAR AWAY 1 cm (THE HEIGHT OF A FINGER) ALL AROUND THE INTERIOR WALL OF THE STOVE DO THIS WITH A KNIFE OR A HAND)

DIAMETER OF A POT

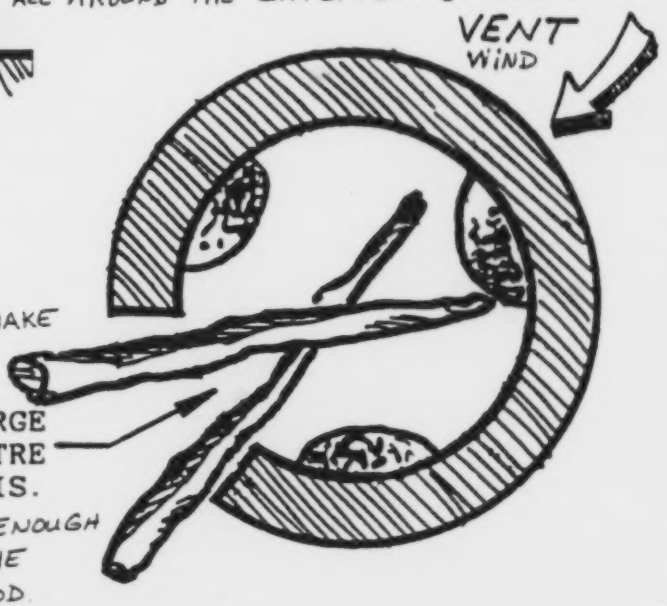
LA FUMEE SORT PAR ICI — THE SMOKE LEAVES THROUGH HERE



1 CM ENTRE LA MARMITE ET LA PAROI DU FOYER. — 1 CM BETWEEN POT AND THE WALL OF THE STOVE

IL FAUT QUE LE DOIGT PUISSE PASSER TOUT AUTOUR DE L'INTERIEUR DU FOYER.
IT IS NECESSARY THAT THE FINGER CAN PASS ALL AROUND THE INTERIOR OF THE STOVE

VENT WIND



10 COUPER LA PAROI POUR CREER L'ENTREE DU BOIS.
CUT THE WALL IN ORDER TO MAKE AN ENTRANCE FOR THE WOOD.

UNE ENTREE ASSEZ LARGE (20 CM) POUR PERMETTRE LE CROISEMENT DU BOIS.
AN ENTRANCE LARGE ENOUGH (20 cm) TO PERMIT THE CROSSING OF THE WOOD

LA FINITION

THE FINISH

Polir la surface du foyer en passant la main mouillée partout.

Aplanir les bosses et boucher les trous.

POLISH THE SURFACE OF THE STOVE BY PASSING A MOISTENED HAND ALL AROUND IT.

SMOOTH THE BUMPS AND PLUG THE HOLES.

LE SECHAGE

THE DRYING

Après la construction du foyer, il faut l'arroser à l'abri du soleil. Pendant la saison sèche, le foyer mettra environ une semaine pour sécher et une ou deux semaines pendant la saison pluvieuse.

AFTER THE CONSTRUCTION OF THE STOVE, IT IS NECESSARY TO WET IT WHILE SHELTERED FROM THE SUN. DURING THE DRY SEASON, ALLOW THE STOVE ABOUT A WEEK TO DRY AND ONE OR TWO WEEKS DURING THE RAINY SEASON

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L'ENTRETIEN

MAINTENANCE

Un crépissage avec la bouse de vache ou un autre crépissage traditionnel sur la surface du foyer est un élément de l'entretien qui est très important. Ceci protège le foyer contre les pluies.

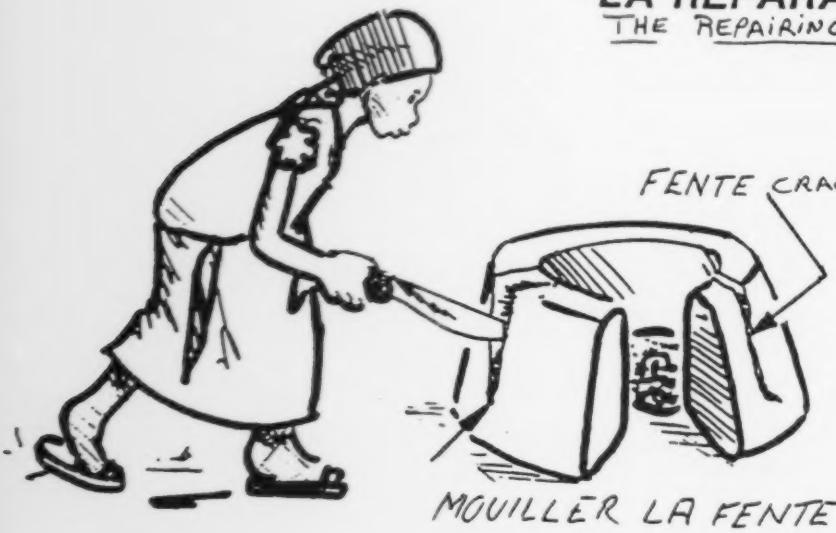
COATING WITH COW DUNG OR ANOTHER TRADITIONAL SCRUBBING ON THE SURFACE OF THE STOVE IS AN ELEMENT OF MAINTENANCE WHICH IS EXTREMELY IMPORTANT. THIS PROTECTS THE STOVE AGAINST THE RAIN OR MOISTURE.

Mélanger la bouse de vache avec de l'eau et puis étendre le mélange à l'extérieur et à l'intérieur du foyer. Laisser ensuite sécher le foyer.

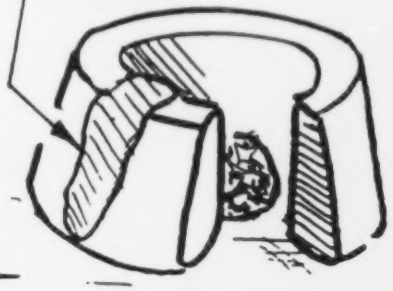
MIX THE COW DUNG WITH WATER AND SPREAD THE MIXTURE ON THE EXTERIOR AND INTERIOR OF THE STOVE. LET THE STOVE, DRY AFTERWARDS.

LA REPARATION DU FOYER

THE REPAIRING OF THE STOVE



FENTE CRACK



BOUCHER AVEC UN NOUVEAU MÉLANGE

PLUG IT WITH FRESH MIXTURE

MOUILLER LA FENTE ET TAILLER AUTOUR DES FISSURES

MOISTEN THE CRACK AND CUT OUT A CLEFT AROUND THE CRACK.

Economy of Senegal

Although Senegal has a diversified economy by West African standards, a major problem over the past 15 years has been recurrent drought, which has effectively thwarted all plans for expanded industrialization and increased agricultural production.

The Senegalese government exerts a great degree of control over its peanut oil and phosphates industries, but in most other sectors, foreign ownership, mostly French, is dominant. The country's four primary sources of income are (1) phosphate mining, (2) light manufacturing, (3) agricultural processing, and (4) tourism. Of the four, only tourism has shown much growth over the past decade. Manufacturing suffers from limited demand and low competitiveness, while phosphate mining suffers from world oversupply.

Peanut cultivation and refining have seen a tremendous decline over the past two decades. Once the country's leading foreign currency earner, the peanut industry now accounts for only 25% of exports. This loss can be accounted for by overcultivation in the traditional peanut growing regions, drought, and the diversion of peanuts from Senegal into neighboring countries for export via the black market. The Senegalese government took a number of steps during 1985 and 1986 to restructure production and marketing systems and to increase domestic prices for farmers. The effects of these steps have yet to be evaluated.

Economy of Lesotho

Lesotho is primarily a country of subsistence farmers. Most Basotho grow food for their own consumption. Maize, wheat, and sorghum are commonly harvested as are peas, beans, and potatoes. Cattle are abundant, but infrequently slaughtered. Traditionally, cattle are prized as a sign of family wealth; they are also used in agricultural work such as plowing. Sheep and goats provide a significant export of wool and mohair respectively, and are an occasional source of meat as well.

By tradition, land in Lesotho is held in trust by the king on behalf of the people; it cannot be bought or sold. villagers have communal rights to grazing lands while arable land is allocated to families by local chiefs. Because of the country's rugged terrain, only 13 percent of Lesotho's total land is, in fact, arable. Much of it is also threatened by soil erosion. as Lesotho's population continues to increase, the pressure on the land increases as well; land shortages have begun to develop. Once a food exporter, Lesotho has now become a food importer; South Africa is its major supplier.

While there is some light industry in the country, Lesotho's GNP depends heavily on the income earned by the nation's 200,000 migrant laborers who work in South Africa, primarily in the gold mines. Even though such work requires months of separation from home under harsh conditions, mine contracts are competitively sought; wages sent home often support extensive family networks.

Other than a few diamond deposits, Lesotho lacks the mineral wealth of neighboring South Africa. In this relatively arid region of the world, water is Lesotho's greatest natural resource. Currently, an ambitious multi-billion dollar project is underway to dam several rivers in the Maluti watershed. By an inter-governmental agreement signed in 1986, the Lesotho Highlands Water Project is intended to generate both income and electricity for Lesotho while at the same time supplying water of industrial South Africa.

Although the goverment of Lesotho has been highly critical of racial segregation policies in South Africa, this land locked nation cannot escape its geography. Its size and location make it heavily economically dependent on its giant industrial neighbor. For example, statistics from 1988 show Lesotho exported $60 million worth of goods in a single year while it imported goods valued at $500 million, 95 percent of which came from South Africa. Lesotho also receives more than 90 percent of its electrical power from across the border. The interchangeability of currency testifies as well to the close ties between these two nations. In Lesotho, the South African *rand* circulates as freely as the Basotho *loti*. (Backed by the *rand*, approximately 2.7 *maloti* – named for Lesotho's Maluti Mountains--equal one U.S. dollar.) Therefore, while not a homeland, Lesotho is nevertheless quite sensitive to economic and political developments in South Africa, both positive and negative. Today, its future is in many ways as open and uncharted as that of the emerging post-apartheid state which surrounds it.

Environmental Problem	Cause		Effect		Solution	
	Physical Geography	Cultural Geography	Physical Geography	Cultural Geography	Physical Changes	Cultural Changes
Benin						
Senegal						
Lesotho						

SOLUTIONS

Compare (Similarities) | **Contrast (Differences)**

Benin

Senegal

Lesotho

13

The Mercantile System of Trade: A Simulation for High School History Classes

Neil Nichols

Materials

The following materials are needed to conduct this simulation: a felt-tipped marker, several sheets of blank paper, a roll of cellophane tape, a box of toothpicks, and an assortment of goodies: Bags of candy corn, chips, mints, roasted peanuts, bubble gum, etc. (or if you are opposed to giving out sweets in class - carrot sticks, celery sticks, radishes will do).

Instructions

Go over the basic principles of the mercantile system a day before this simulation. Emphasize the role of the colonies and the importance of colonial raw materials. Through questions bring the class around to considering how the British and the American colonists might have different views about the "benefits" of the mercantile system.

On the day of the simulation, begin by explaining that the class will be divided into colonial empires. Usually three is best (e.g., Britain, France and Spain). Explain that all mother countries want to maintain a mercantile system of trade but that some are better at it than others. In order to keep the simulation simple, explain that success of an empire's mercantile system is dependent upon the empire's ability to stamp out smuggling. For reasons which will be clear later, designate the British as the group that is best able to stop smugglers.

Then divide the class into teams. Tell each team which colony or mother country you have chosen for them to represent. It is essential that all empires have the same number of colonies. It is also essential for each mother country and each colony (each team in other words) to have at least two students. To assure that all empires have the same number of colonies you may have to designate some three-student teams if the class size is not divisible by six.

Example (Assume you have a class of twenty-nine students)

British Empire	French Empire	Spanish Empire
Britain--3 students	France--2 students	Spain--2 students
American Colonies-- 2 students	French Canada-- 2 students	Mexico--3 students
British Indies-- 3 students	Indo China-- 3 students	Philippines--3 students
Jamaica--2 students	Haiti--2 students	Cuba--2 students

A class of thirty could accommodate one more colony per empire or fifteen teams (all teams would be two-person teams), while a class of twenty-three would require one less colony per empire or nine teams (teams would be a mixture of two and three-student teams like the example above). The fact that one team or even one empire may have more students than another is not important as long as all empires have the same number of colonies.

Conducting the Simulation

Have all teams of one colonial empire (colonies and mother country) sit together in one part of the room. Give each team a piece of paper and tape. Have students share or pass around a felt-tipped marker. Have students put the colony's or mother country's name on the paper and tape it to their desks. Issue each team (whether two or three students) twenty "bars of gold," i.e., toothpicks, for trading purposes. All empires will begin with the same amount of gold or wealth. Point this fact out to the class.

Now you are ready to issue the products to be sold by the various countries and colonies. Every country and colony gets at least one product to sell. Some may be given more than one. A price list of these products should be put on the chalkboard. A jelly bean for instance could represent a ton of sugar and sell for one bar of gold, while a tasty mint could represent a ton of nails and sell for two bars of gold. The jelly beans would obviously be given to a colony like Cuba and the mints to a country like France. To make an additional historical point do the following:

1. Place an especially appetizing product in the French or Spanish empires at a much lower price than the price it is selling for in the the British Empire.

2. Select students who are very aware of their rights and very anxious about the possibility that they might be cheated out of something (every class has at least two) to represent the American colonies.

Now that all mother countries and colonies have a varied assortment of products and twenty bars of gold, the class is told that Britain is wonderfully able to enforce the mercantile system. No one from the British Empire is to buy any products from the French or Spanish empires. That would be smuggling and the British have effectively stopped all smuggling. British subjects must confine their buying to the members of the British Empire. They may, however, sell to anyone in the room as all countries want to increase exports. You then explain that France and Spain, due to having smaller navies, are unable to enforce the mercantile system, and smuggling is rampant. In fact those students may buy from anywhere in the room.

Each team is to designate a buyer and a seller. The buyer will go out and buy goodies for both members of the team. The seller will stay home and sell products to other buyers. In the case of three member teams: two buyers and one seller. Sellers may give buyers the toothpicks they have taken in to buy more products.

Then sit back and watch the trading, making sure that no one from the British Empire does any "smuggling." It is likely that the American Colonies will soon begin to complain that they can't get that tasty product they would dearly like to have at the cheaper price, and that the game isn't fair.

About ten minutes before the end of the period stop all trading and have all empires count their toothpicks. The British Empire will come out the wealthiest. The students will see that the British have become the wealthiest, and the realization of how that came about will begin to occur to most of them without your having to explain it (no imports and plenty of exports). You can emphasize the point that even today a country increases its wealth by striving to increase its exports and decrease its imports. Then you can explain the impact of the mercantile system on the colonists by comparing the ire of the students playing the role of the American colonies to that of a John Hancock or Samuel Adams.

The next day you can organize a discussion around these two points in greater detail. If you have done your homework on assigning the correct products to the correct countries and colonies, you can expand the lesson to demonstrate that the mother countries for the most part produced manufactured goods while the colonies provided the raw materials, that prices of the two categories rarely achieved parity, and give the students a feel for which goods were coming from which parts of the world at that time.

14

From Ostrich Eggshells To Soda Pop Cans: Cultural Change And Adaption Of The !Kung San: A Lesson Plan

Michael J. Berson

Introduction

Deep in the Kalahari of Botswana and the surrounding area, a group of people called the !Kung San or Bushmen have lived since the Stone Age. From the time that anthropologists began studying the !Kung San in the 1950s, numerous ethnographies have been completed on their unique culture, providing an in-depth longitudinal database on adaptation and change in culture over time. Cultural change is a continuous process. The transformation of a society often occurs gradually and involves the invention, discovery, or diffusion of new acts, tools, and beliefs which subsequently replace old cultural traits. Adaptation is typically necessary in order to accommodate changes in environmental, political, and social conditions.

Some common misperceptions exist among high school students regarding the influence of new inventions and ideas on their lives. The positive impact of inventions, such as cellular phones, VCRs, and personal computers, may be appreciated; however, the widespread influence of new acts, tools, and beliefs on the culture are less apparent. The purpose of this lesson is to expand students' thinking about cultural change and adaptation by using contrived and actual events which have occurred within a foreign culture to analyze the origins of transformation and trace the subsequent effect of even small modifications in a society on its culture. By first understanding cultural change and adaptation from a global perspective and then applying this information to American culture, students may make connections between past and present ways of functioning and critically examine sociocultural change within their own society.

Overview/Outcomes

Students will watch a brief segment of *The Gods Must Be Crazy* to see staged footage of events in the life of a Bushmen community during their nomadic hunting and gathering period. Discussion about the issue of cultural change and adaptation will be introduced through analysis of the impact of objects diffused into the !Kung San culture from another society. Students will reflect on the complexities of isolation versus

integration of cultures, generate examples of contemporary situations of cultural change and adaptation, and apply these concepts to American society.

Connections to the Curriculum

This lesson may be used with the study of culture in a high school sociology or geography class.

Getting Ready/Material

Video: *The Gods Must Be Crazy* (PG), 1984, 109 minutes/color.

Time Period

Two 50 minute class periods are recommended

Grade Level

High school, grades 9-12

Skills

Analyzing information from different perspectives

Observing details in film footage

Vocabulary development

Objectives

Following completion of this lesson, the student should be able to

1. describe the process of cultural change and adaptation, including concepts of cultural diffusion, invention, discovery, and cultural lag,
2. demonstrate general knowledge of the Bushmen (!Kung San), and
3. apply concepts of cultural change and adaptation to contemporary situations in American society.

Part 1: The !Kung San

Background

This lesson should be taught as part of a unit on culture. Prior to this lesson, the teacher should have discussed the concept of culture and the components of culture, (e.g., symbols, language, values, and norms.) Furthermore, the teacher may want to read *Hunter-Gatherers: Studies of the !Kung San and Their Neighbors* (Lee & DeVore, 1976) and *The Harmless People* (Thomas, 1959).

Procedures

1. Write the following quote on the board: "There is nothing permanent except change." --Aristotle

   Discuss the quote with students. Use these questions to elicit discussion: Why is change a necessary part of society? What factors may elicit change?

2. Provide an introduction to the !Kung San of the Kalahari. First discuss where they live, show a map of Africa, and identify the Kalahari Desert in Botswana. Explain the meaning of the exclamation point at the beginning of !Kung. The !Kung communicate with a combination of click sounds and semantic units. The exclamation point represents one of the click sounds. Physically the !Kung are typically small in stature.

   During early observations of the !Kung culture in the 1950s, the Bushmen demonstrated a strong connection to their environment and communities. They were described as exceptional hunters and gatherers with especially well-developed tracking skills. The !Kung San also valued sharing within the kinship network. The Bushmen would live in nuclear family units with relatives residing within the village community. Typically small groups of related families with 15-40 members would comprise a community. The homes were intimately arranged grass huts which were built so that the door of each house faced the center of the community, thereby reflecting the communal values of the people. The !Kung San culture also was entrenched with rituals, including rites of passage. The culture valued self-control, and cultural transmission occurred through informal observation rather than formal instruction.

   Follow-up studies of the Bushmen characterize the !Kung San as a changed people, transformed from a culture that functioned in synchrony with the environment to a people influenced by external economic and political pressures.

The Bushmen's way of life was modified from their earlier nomadic hunting and gathering lifestyle to a more settled role as herdsmen. The transformation in the culture was necessary for survival and resulted from changes in the economic, political, and environmental milieu. Whereas the Bushmen previously moved according to their need for water, they later became dependent on government installed water pumps, decreasing the mobility of the !Kung San. The government further fostered dependence of these once self-sufficient people by providing cows, goats, dogs, and roosters. The role of hunter no longer held prominence as the key component of the Bushmen way of life. The new lifestyle influenced housing arrangements. Grass homes were replaced by homes of wattle and daub which were less conducive to a nomadic lifestyle. Moreover, the demise of communal values and subsequent rise of an ethic of privacy were accompanied by the erection of fences around the homes of families and more dispersed housing developments. As a result of alterations to cultural practices, the transmission of culture changed. Whereas the hunt previously played an important role in the lives of the Bushmen serving as a context in which children were enculturated by the passion and intensity of this community experience, the diminishing importance of this activity contributed to the declining interest of children in the traditional ways and the development of complacence and boredom amongst the youth.

Eventually government control of the Bushmen has culminated in their restriction of reservations. The change in environment has resulted in increased incidents of aggression among the !Kung and a new emphasis on the possession of material goods. The unity of the !Kung has gradually broken down through internal fights over wealth and the external impact of the military removing family members through recruitment into the army. This people who once functioned as one with their environment, drinking rainwater out of ostrich eggshells, now can be seen drinking Coca-Cola out of pop-top aluminum cans. Although with benefit of time these changes in the !Kung culture have become evident, it is the more subtle changes which have culminated in the collective fate of the culture.

3. Introduce the video *The Gods Must Be Crazy*. Describe the video and explicitly explain that the film is not a documentary. Explain to students that this comedy describes the life of a community of !Kung San as nomadic hunter-gatherers. Although some of the actors in the film are from Bushmen communities, they had to be taught prior to the film how to portray nomadic hunters since the !Kung San had already experienced assimilation with neighboring peoples. In the film, the Bushmen's community value of sharing was modified by the introduction of an object from outside their cultural setting.

Show the first fifteen minutes of the video, stopping at the point where one of the !Kung San leaders leaves the village and goes on a journey to throw the Coca-Cola bottle off the end of the Earth.

Discuss the video. Why does the community change? What is the impact of the new object on the community's interaction, values, and beliefs? Describe any resistance to the change. Who resists and why?

4. Discuss cultural change and adaptation. Culture is always changing as new discoveries, new inventions, new beliefs, new tools, or new acts are introduced to our cultural base while at the same time our culture is getting rid of old tools, rejected beliefs, old ideas, and old acts. Cultural change is a continuous process. The transformation of a society often occurs gradually and involves the invention, discovery or diffusion of new acts, tools, and beliefs which subsequently replace old cultural traits. Introduce the concept of **cultural diffusion** as the borrowing of cultural traits from one society by another and contrast social change occurring as a consequence of diffusion with social change occurring as a result of **invention** and **discovery**. Issues which should be addressed include the difficulty of detecting change from within the cultural system and the necessity of observing change over a period of time due to subtle transformations which have a collective impact upon a society. Adaptation is typically necessary in order to accommodate changes in environmental, political, and social conditions. Culture is always changing as a result of inventions, discoveries, and cultural diffusion. However, what happens when all parts of the society do not change at the same rate and some parts of society oppose the change? Cultural change never occurs without some resistance. Explain the concept of **cultural lag.**

   In conjunction with the discussion regarding cultural change, students may be engaged in a debate regarding the positive and negative effects of new ideas or objects and the conflicting views of proponents of isolation versus proponents of assimilation as a means to control cultural transformation. For example, some anthropologists have argued that the !Kung would have been better off if Botswana's government had not interfered with the Bushmen's way of life as nomadic hunter-gatherers by providing water pumps and animals for herding.

Part 2: Cultural Change and American Society

Procedures

1. Briefly review concepts of cultural change and adaptation. Students brainstorm a list of the ten most important inventions in the history of the United States. In

small groups, students may compile a list of some of the cultural changes brought about by two of the items previously identified as important inventions.

2. Bring the class back together in order to summarize findings. Often students will focus on objects which have transformed their lives but overlook beliefs or ideas which modify society. For example, alterations have occurred in American society as a result of changed ideas regarding healthy eating. Explain the effects of changes in values and attitudes on societal functioning (e.g., prevalence of single parent families, emphasis on environmental protection and recycling, attitudes toward mental illness).

3. Discuss attempts at change which have encountered resistance (e.g., gun control, drug abuse prevention, affirmative action, social services for illegal immigrants). Who resists change and why?

4. Examine with students how the complex American society which is comprised of many cultures often struggles with issues of assimilation versus isolation. For example, the presence of ethnic enclaves within large cities is a vestige of isolationism. How should American society cope with often contrasting cultural values in social institutions such as schools?

5. Distinct ways of functioning also exist in different regions of the country. What is the impact of immigration of northerners to the south, Cubans to Miami, older Americans to Florida and Arizona, young people from rural centers to large urban cities?

6. Summarize and conclude discussion.

Assessment

1. Describe the process of cultural change and adaptation that has occurred as a result of the introduction of the VCR into American society.

2. It is reported that approximately 5% of the Twsana population is comprised of Bushmen. You are an advocate for the Bushmen, and you must write a letter to the government of Botswana supporting the traditional way of life of the !Kung San and criticizing the cultural diffusion which has resulted in assimilation of most of the !Kung people.

3. Select an event or issue presently in the news. Describe the social factors which led to the emergence of this topic as significant. What are some of the far-

reaching social consequences of this event or issue? Who is resisting this change and why?

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15

Comparing Ourselves To Others: What Do Teenagers In The United States And South Korea Think About Family Obligations, Future Employment, And Their National Economy?

Jo Ann Cutler Sweeney, Stuart Foster, and Yonjoo Choo

Introduction

Level and Audience

Developed for use in high schools, this inquiry lesson is suitable for use in world history, world geography, and economics classes.

Processes and Skills

The lesson enables students to accomplish the following:

1. **Acquire knowledge** regarding modern Korean society and the forces which have helped to shape it
2. **Compare and contrast** socio-economic influences in Korea with their own in the United States
3. Engage in **social science inquiry**
4. Explore the **values and beliefs** of Korean teenagers and contrast them with their own
5. Reflect on **personal issues** such as obligations towards family, economic aspirations, and roles in the national economy
6. Explore **social issues** (e.g., the role of women in modern society, family responsibilities and obligations)

Background To The Inquiry Lesson

In the last 30 years South Korea has emerged from being one of the world's poorest and most technologically under-developed countries into a modern industrial nation. This incredible economic transformation has had a profound impact on Korean society. Rapid urbanization, an increasingly sophisticated and technical work force, a highly educated population, and a burgeoning economic system, are now all features of contemporary South Korea. Such changes have also meant that the people of South Korea have had to adapt their traditional ways of life in order to survive in a modern urban society. The deeply held values of Confucianism are being challenged by influences from Western civilization; traditional family structures demanding cooperative kinship groups are slowly being eroded by the expediencies of city life; and the traditional role of the female in society is gradually being questioned by many educated women in modern South Korea.

Inevitably, those most affected by these changes are the young people of South Korea. Not only are they the first generation of Koreans to be born into a modern urban society, but they also carry with them the responsibility of ensuring South Korea's continued and successful economic growth.

Using data taken from questionnaires given to South Korean high school students, this inquiry lesson enables students, without prior knowledge of South Korean society, to understand the complex process of change in Korea, and to analyze and evaluate the economic impact that these changes will have on the aspirations of young Korean people. The lesson also offers students an opportunity to view socio-economic forces in America from a comparative perspective.

Lesson Objectives

The lesson has three principal objectives:

1. To offer American students the opportunity to evaluate personal and national economic obligations and aspirations and to compare and contrast them with others in the class

2. To offer American students the opportunity to understand some of the profound changes occurring in South Korean society. Students will also hypothesize how these changes might or might not affect the economic perceptions of adolescent South Koreans

3. To provide students with the opportunity to compare important socio-economic forces

in American society with those occurring in modern South Korea and to consider the future of both economies

Lesson Overview

The inquiry lesson on South Korea broadly covers two lesson plans with steps:

1. Each student is asked to complete the "Economics Questionnaire." Students discuss in groups and deliberate as a class the results of their responses to the questionnaire.

2. In their groups students learn about South Korea by using "Information Sheet: South Korea," "General Overview: Twenty Things You Should Know About South Korea," and "Data Cards." Data Cards include these topics:

   I. A Brief History of South Korea
   II. Family Life and Social Order in South Korea
   III. The South Korean Economy
   IV. Education in South Korea
   V. Women in South Korean Society and the Economy

3. Based upon the information on South Korea, the students hypothesize how a South Korean student would complete the "Economics Questionnaire," using the "Economics Questionnaire: Hypothesis & Rational." Class participants also offer reasons for their decisions.

4. Students are then presented with "South Korean Student Responses." In groups, students study and discuss the South Korean responses to the questionnaire.

5. Students compare and contrast their "hypothesized responses" with the "actual responses given." Students consider why the South Korean students responded as they did. To inform deliberations they are also offered "A South Korean Educator's Perspective."

6. The concluding exercise requires students to evaluate one of the areas of the questionnaire (i.e., "family obligations," "entering the job market," "the national economy") and provide a written analysis of what they believe a "typical" South Korean student might respond to the questions posed and to contrast it to their own ideas.

Lesson One

Step One: Lesson Overview

Distribute Handout 1: Lesson Overview or, preferably, convert it to an overhead transparency, and discuss it with students. This provides students with an outline of the lesson, the intended objectives, and what they will be required to do.

Materials needed for the lesson:

1. Handout 1: Lesson Overview
2. Handout 2: Economics Questionnaire (one for each student)
3. Handout 3: Information Sheet: South Korea (one for each student)
4. Handout 4: General Overview-Twenty Things You Should Know About South Korea (one for each student)
5. Handout 5: Data Cards (five cards per group)
6. Handout 6: Economics Questionnaire-Hypothesis and Rationale (one per group)
7. Handout 7: South Korean Student Responses (one for each student)
8. Handout 8: A South Korean Educator's Perspective (one for each student)

Step Two: "Economics Questionnaire"

Have all students complete Handout 2: Economics Questionnaire. Provide every student in the class with a copy of the questionnaire for them to complete. Before allowing students to write on the questionnaire give them an opportunity to read it. In a whole class setting reply to any questions. Emphasize the importance of responding to the questions accurately and honestly. Although students are encouraged to answer all the questions, respect the wishes of those who do not choose to do so. Allow sufficient time for the students to complete the questionnaire.

Step Three: Discussion and Deliberation

When the questionnaires are completed, divide the class into groups of approximately five people. Have individuals within each group share their responses. The students

may discuss any aspect of their responses. A useful approach is to have them focus on similarities and differences in responses. Emphasize the importance of providing an explanation for their responses and analyzing the reasons for similarities and/or differences.

After a period of discussion the teacher should draw the class together in whole class discussion. The teacher may wish to focus on points such as these:

- Should young people work for their parents without pay? Why?
- Is the national economy strong or weak? Explain.
- Does the strength of the national economy matter to you? Why?
- Do you think people are obligated to contribute to the economy after they leave school? Why?
- What should people do after they leave high school? Are some careers more desirable than others? How important is further education to you?
- What kind of job are you planning to get? Why?
- Do you think male and female students have different aspirations? Why?

Obviously teachers should explore issues raised by the groups. The main objective is to have students consider their roles within the economy, their future aspirations, and how family and societal pressures influence these factors.

Step Four: Learning about South Korea

Students remain in their groups and retain their questionnaires for future use. Each group is provided with Handouts 3, 4, and 5. There are 5 data cards: "A Brief South Korean History," "Family Life and Social Order in South Korea," "The South Korean Economy," "Education in South Korea," and "Women in South Korean Society and the Economy."

To provide each student within the group a general orientation to Korean society, the students are provided with Handout 4: General Overview-Twenty Things You Should Know About South Korea. The information sheet is read aloud by one member of the group and listened to by the others. Students may wish to discuss some of the information provided. Once this has been done each group member is assigned one of

the Data Cards of Handout 5. Initially, each student has the responsibility to read his/her card(s) and make note of any important factors he/she believes others in the group should know. After everyone has read their data cards and noted important information, students are required to report to the group as a whole and summarize the key information on the card(s) they read.

(Note: The objective is to make the process more active, to save time, and to limit monotony. Rather than each student reading every "Data Card," this method allows students to quickly acquire information. Nevertheless, later in the lesson students may wish to read other cards, and they should be encouraged to do so.)

Step Five: Whole Class Discussion

After the information has been shared and discussed within respective groups, the teacher should end the lesson with a whole class discussion which focuses on these points:

1. Characteristics regarding Korean society which were of surprise or interest.

2. Initial thoughts regarding how the nature of Korean society might affect Korean student responses to Handout 2: Economics Questionnaire.

   Examples:

   (a) Women and men may differ in their expected family obligations because of traditional gender roles.

   (b) Belief in the importance of continued Korean economic growth, because of tremendous changes in the last forty years, may cause individuals to feel they should assist in this national goal.

Lesson Two

Step One: Refocusing

The second lesson should begin with a short review of the previous lesson. Particular attention should be given to those aspects of Korean society which might affect how young people view the economy and their role within it.

Students should return to their assigned groups. Each group should have a copy of the "South Korean Student Responses" (Handout 7) and the "Economics Questionnaire"

(Handout 2) they completed.

Step Two: Forming an Hypothesis

Each group should now be given a copy of Handout 6: Economics Questionnaire-Hypothesis and Rationale. Based upon the information on the "Data Cards," previous class discussion, and group deliberation, each group must decide (hypothesize) how a typical South Korean high school student might respond to the questions. The group also has to provide the most important reasons for their responses. These should be written in the appropriate boxes on the "Economics Questionnaire-Hypothesis and Rationale."

(*Note:* This exercise is central to the lesson. Students should be given time to discuss issues, study the information cards, and support their reasoning with evidence. Teachers should encourage students to think carefully before writing their thoughts on the sheet.)

Step Three: Whole Class Discussion

When all the groups have completed the sheet, the teacher should discuss briefly group responses. Teachers may focus on questions such as the following:

- Should young people work for their parents without pay? Why?
- Is the national economy strong or weak? Explain.
- Does the strength of the national economy matter to you? Why?
- Do you think people are obligated to contribute to the economy after they leave school? Why?
- What should people do after they leave high school? Are some careers more desirable than others? How important is further education to you?
- What kind of job are you planning to get? Why?
- Do you think male and female students have different aspirations? Why?

Step Four: Analysis of Responses of South Korean Students and Group Discussion

Copies of Handout 7: South Korean Student Responses should be distributed to each student. These responses were collected from 46 male students in Seoul (the capital of

South Korea) and 50 male and 56 female students in Chuncheon (a small city located in the east of South Korea). Provide time for students to read and reflect upon the responses. This should be done by students individually.

Opportunity should now be given for each group to compare and contrast their hypothesized responses with those of the South Korean students. Have students consider these questions:

- What similarities and differences were found?
- How accurate were the groups' hypotheses?
- To what extent do the reasons given explain the responses of the South Korean students?

The teacher should synthesize student responses to the questions by asking particular groups for their responses and explanations. The teacher should also broaden the discussion to elicit a comparative perspective. These are suggested questions:

- In what ways did the responses of the South Korean students differ from those you gave when you completed the questionnaire? How do you explain these differences?
- Do South Korean students feel a greater or lesser responsibility to work for their parents than American students? How do you explain this?
- Do attitudes over employment differ between American and South Korean students? Explain.
- Are there differences in how students in the two countries view the national economy? Explain.
- Are there differences in how female students in South Korea and the United States view aspects of the economy and their role within it? Explain.

Step Five: Introducing A South Korean Viewpoint

After some class discussion the teacher should provide each group with the sheet entitled Handout 8: A South Korean Educator's Perspective. This is an analysis of how a South Korean educator explains the responses of the South Korean high school students. Students should be given the opportunity to read the analysis and consider how

it is similar to or different from points they discussed. The teacher should invite students to comment on the analysis, particularly stressing explanations which were not previously considered by the class. In addition, the teacher should point out factors affecting students' views of the South Korean economy which are significantly different from the factors affecting American students' perceptions.

Step Six: Concluding Assignment

As a way of concluding the study of South Korean society and its economy, students are required to complete a written assignment. For the assignment students may choose from one of the three areas as defined in the questionnaire (i.e., family obligations, entering the job market, the national economy).

The paper should be divided into two parts:

1. Students should compare and contrast their personal responses to the questionnaire with the responses of the South Korean students in one of the three areas (family obligations, entering the job market, the national economy).

2. Students should conclude the paper by discussing what they believe they and/or South Korean adolescents should do in the future to contribute to the wellbeing of their national economy.

The students should discuss the points presented in their papers. Individual students may read key parts of their paper to the class or the teacher may want to do this as a group activity.

Conclusion

By actively engaging in this social studies inquiry lesson, American teenagers will have had a unique opportunity to reflect on the socio-economic forces shaping South Korea today. In addition, students will wrestle with economic questions and consider personal and national issues from an enlightened comparative perspective.

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HANDOUT 1: LESSON OVERVIEW

Objectives:

1. To offer American students the opportunity to evaluate personal and national economic obligations and aspirations and to compare and contrast them with others in the class.

2. To offer American students the opportunity to understand some of the profound changes occurring in South Korean society. Students will also hypothesize how these changes might or might not affect the economic perceptions of adolescent South Koreans.

3. To provide students with the opportunity to compare important socio-economic forces in American society with those occurring in modern South Korea and to consider the future of both economies.

Organization:

Lesson One

Step One:	Lesson Overview
Step Two:	Economics Questionnaire
Step Three:	Discussion and Deliberation
Step Four:	Learning about South Korea
Step Five:	Whole Class Discussion

Lesson Two

Step One:	Refocusing
Step Two:	Forming an Hypothesis
Step Three:	Whole Class Discussion
Step Four:	Analysis of Actual Responses of South Korean Students & Group Discussion
Step Five:	Introducing A South Korean Viewpoint
Step Six:	Concluding Assignment

HANDOUT 2: ECONOMICS QUESTIONNAIRE

BACKGROUND

Name: _____
(first) (last)

Age: _____

City/Town/Village you live in: _____

Country you live in: _____

How many people live in your family home? _____

How many brothers? _____ Sisters? _____

Occupation of father: _____ Mother: _____

FAMILY OBLIGATION

1. Do you do any work for your family for which you do not get paid? Write down the type of work you do _____

   _____

2. Estimate how many hours a week you work without pay _____

3. Do you think young people should work for their parents/family and not get paid? Explain _____

   _____

   _____

   _____

ENTERING THE JOB MARKET

4. After you leave school will you most likely: (1) Get a job ____ (2) Go to college ___

   (3) Go into the armed forces ____ (4) Something else ____

   If "Something else," please explain _____

5. How old do you think you will be when you enter full-time work _____

6. What type of job do you think you will get when you finish your education (list more than one if you need to) _____

NATIONAL ECONOMY

7. How strong do you think your country's national economy is?

   Very Weak Very Strong

   1 2 3 4 5 6 7 8 9 10

8. How important is your country's national economy to you?

   Not Important Very Important

   1 2 3 4 5 6 7 8 9 10

INFORMATION SHEET: SOUTH KOREA

MAP SHOWING GEOGRAPHICAL LOCATION OF KOREA and KOREA'S SIZE RELATIVE TO VIRGINIA and N. CAROLINA

CHART A : EDUCATIONAL ATTAINMENT OF EMPLOYED WOMEN BY OCCUPATION

(Thousand Persons, Percent)

	Total		Under Middle School		High School		Junior College		College & University	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total	5,610	100.0	3,983	100.0	1,304	100.0	132	100.0	193	100.0
Professional & Technical Workers	281	5.0	15	0.4	56	4.3	74	56.1	136	70.5
Administrative & Managerial Workers	2	0.0	0	0.0	1	0.1	0	0.0	1	0.5
Clerical Workers	558	10.0	32	0.8	467	35.8	30	22.7	30	15.5
Sales Workers	954	17.0	656	16.5	274	21.0	11	8.3	13	6.7
Service Workers	791	14.2	587	14.7	191	14.7	8	6.1	8	4.2
Agri., Forestry Workers Fisherman and Hunters	1,975	35.2	1,891	47.5	80	6.1	3	2.3	1	0.5
Production and Related Workers	1,046	18.6	802	20.1	235	18.0	6	4.5	4	2.1

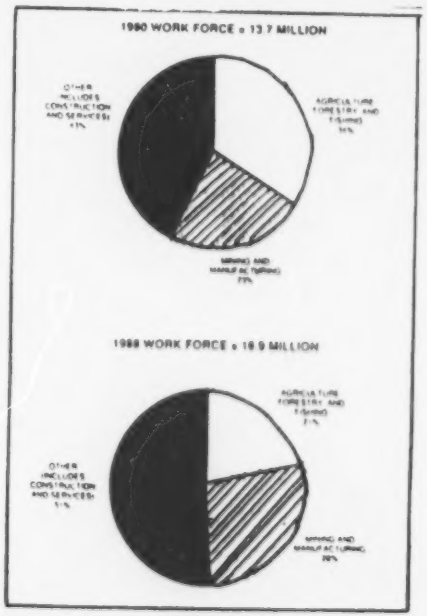
CHART B: PERSONS EMPLOYED IN SOUTH KOREAN ECONOMY BY OCCUPATION

Unit thousand persons. Source Economic Planning Board

	All occupations			Professional, technical, administrative and managerial workers		Clerical workers		Sales workers
		Male	Female		Male		Male	
1989	17,511	10,391	7,121	1,451	953	2,180	1,331	2,567
1990	18,036	10,695	7,341	1,568	1,005	2,337	1,400	2,616
1991	18,576	11,068	7,508	1,712	1,076	2,467	1,435	2,717
1992	18,921	11,312	7,609	1,898	1,168	2,718	1,619	2,812

	Male	Service workers	Male	Agriculture, forestry fishing & hunting workers	Male	Production workers & equipment operators	Male
1989	1,357	1,882	729	3,385	1,852	6,045	4,170
1990	1,373	2,007	784	3,270	1,776	6,238	4,356
1991	1,430	2,125	827	3,081	1,687	6,474	4,612
1992	1,482	2,177	832	3,000	1,620	6,316	4,592

CHART C: WORK FORCE TRENDS IN SOUTH KOREA



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HANDOUT 4: GENERAL OVERVIEW - TWENTY THINGS YOU SHOULD KNOW ABOUT SOUTH KOREA

1. The population of South Korea is approximately 44 million. Increasingly, people are living in towns and cities. In 1960 just over a quarter lived in urban areas, whereas today three-quarters of South Koreans live in towns and cities.

2. The two largest cities in South Korea are the capital, Seoul (population in 1990: 10,613,000), and Pusan (3,798,000).

3. The South Korean government, led by a President, is chosen by democratic election. Neighboring North Korea is a Communist country.

4. Following 26 years of Japanese rule, in August 1948 South Korea once again became a self-governing nation.

5. Young people in South Korea are greatly influenced by American popular culture. For example, many Koreans follow the United States' fashion trends, listen to popular music and enjoy American movies. American fast food is also very popular, and restaurant chains such as McDonalds, Kentucky Fried Chicken, and Pizza Hut are very common in South Korean cities.

6. South Korea has a variable climate with a long, cold, dry winter; hot, humid summer; and a pleasant spring and fall.

7. The *won* is the unit of currency in South Korea, and the national language is Korean.

8. The South Korean armed forces have 650,000 active duty personnel and 1.2 million in the reserves. 30 to 36 month compulsory service is required for adult males in either the navy, army, or air force. United States' troops are stationed in South Korea adding to the nation's security.

9. In 1988 the Olympic Games were held in Seoul.

10. In a country with a population of 44 million, there are 42 million radio sets, 9 million televisions, and 10 million telephones.

11. Many religious traditions exist in Korea, including Buddhism, Confucianism, Protestantism, Catholicism, and Ch'ondogyo.

12. In the last 30 years South Korea has undergone one of the most successful economic transformations in the world. Progressing from one of the planet's poorest countries, today South Korea is poised to join the major economies of the industrialized world.

13. In 1948, most Koreans worked in rural areas, and the economy was based on agriculture. Today, only 1 in 5 South Korean workers is employed in agriculture, farming and fishery. South Korea is now a modern, urban, technological society.

14. South Korea is the world's tenth largest trading nation. Her major trading partners are Japan for imports and the United States for exports. Major South Korean exports include steel, cars, automotive parts, electronics, electronic equipment, textiles, clothing, leather, and fishery products. Main imports include machinery, petroleum, grains, transport equipment, chemicals, timber, and raw cotton.

15. Family incomes have risen steadily in recent decades, but by the standards of many Western countries, Koreans work very long hours (54 in a week on average) and have relatively modest lifestyles.

16. South Koreans strongly believe in family unity and have great respect for their parents and elders.

17. Traditionally, married women in South Korean society obeyed their husbands, remained within the home, and dutifully raised the family's children. As South Korea becomes a more modernized society, however, these traditional roles are increasingly being challenged.

18. South Koreans place tremendous value on education. Students expect to endure a prolonged period of "examination hell" to pass the college entrance exam. Today, one in four attend a university or college.

19. In 1945 the adult literacy rate was estimated at 22% and today stands around 98%.

20. In middle and high school male and female students are taught in separate classes. The average class size is fifty students.

HANDOUT 5: DATA CARD I - A BRIEF HISTORY OF SOUTH KOREA

South Korea has a 5000 year-long history and tradition. Tagor, a Nobel laureate once praised the Korean peninsula as, "the nation of morning calm in the East," describing Koreans as a people with good manners and a rich culture.

South Korea became a self-governing nation in August 1948. During the previous 36 years of Japanese rule, Korean people were punished for speaking and writing in their own language. This historical fact has impassioned Korean people to use their original Korean language since independence.

The Korean War occurred in 1950. Supported by Communist countries such as the Soviet Union and China, Kim II-Sung in North Korea waged the war to gain total control over the Korean Peninsula. Although South Korea won the war with the help of the UN countries, the Korean Peninsula was divided into North and South and has remained so ever since. Because of the three year long war, thousands of people died and families had to separate. People in North Korea who did not want to live under Communist rule crossed over the DMZ (demilitarized zone) leaving their properties and families. A majority of these people were middle-class citizens who with their residual wealth and hard work habit would later contribute toward enhancing the economic growth in South Korea.

Successful years of the Economic Development Plan since the 1960s have led South Korea to become prominent among the newly industrialized countries (NICs). As a well-known economist claimed, South Korea's economic growth has been "a miracle in Han River." However, this miraculous growth was largely based upon the so-called "export drive policy," focusing on producing manufactured goods to export at the sacrifice of workers who had long hours and low wages. As a result, the gap between the rich and the poor, the urban and the rural has dramatically increased. This economic inequality has constantly been a principal cause of political unrest. Despite South Korea's remarkable growth and increased prosperity, many social and political problems remain.

HANDOUT 5: DATA CARD II - FAMILY LIFE AND SOCIAL ORDER IN SOUTH KOREA

South Korea is rapidly changing into a modern, technological, and urban society. These changes have been accompanied by alterations in customs and traditions. Despite the adjustments in lifestyle and the increasing influence of Western culture, however, Koreans still maintain their long cherished approach to the proper ways of life based upon the religious and philosophical ideals of Confucianism.

According to Confucianism, life is dependent upon "Five Relationships." One of the most important of these is *hyo* or filial piety which demands the love, devotion, and service of children toward their parents. Another of the "Five Relationships" is the affection between father and son--an unequal relationship in which the son owes the father unquestioning obedience. In Korean society, the first son has the responsibility of carrying on the family line and is honor bound to assume leadership of the family on his father's death. The first son also inherits the father's house and a greater portion of land than his younger brothers and sisters.

Traditionally, the head of the family is regarded as the source of all authority. Every member of the family is expected to obey the instructions and wishes of the family head without complaint. In Korean society, children obey their parents, the wife obeys the husband, and the servants obey the master. This long social tradition demands respect for elders and obedience to one's "superiors." For children to question the authority of their elders would be unthinkable.

Strict obedience and respect for elders is strongly emphasized in Korea. Older people are respected for their knowledge and experience and young people must conduct themselves accordingly. Respect for elders and ancestor worship are also central to the social order. South Koreans regard tradition highly and respectfully maintain records of previous generations.

Modernization and rapid urbanization since the 1960s have challenged some of these rich traditions. As South Koreans move to cities such as Seoul and Pusan in increasing numbers, the traditional extended family typically has been replaced by smaller nuclear families (i.e., the mother, father, and their children). In addition, rather than working in the fields with family close by, people in the cities tend to work with individuals with whom they have no family relationship. This trend, and the increasing mobility of the population, has also placed strains on traditional family responsibilities, relationships, and values. Nevertheless, despite these important changes, respect for one's elders, the unique relationship between father and son, and obedience to superiors, are still extremely important features of contemporary Korean society.

HANDOUT 5: DATA CARD III - THE SOUTH KOREAN ECONOMY

Robert C. Oliver, a specialist in Korean history, notes, "The evolution of modern Korea is awesome. From being impoverished, disease-ridden, helpless and dependent, the South, at least, has become a major industrial power." Put simply what has happened in South Korea in the last 30 years is nothing short of an economic miracle. Korea has progressed from one of the world's poorest nations to become one of the few developing countries in line to join the industrial world.

Today, South Korea is the tenth largest trading nation in the world, a major producer of steel, electronics, automobiles, and automotive parts. Leading Korean corporations include Hyundai and Samsung. Since the 1960s, the South Korean economy has increasingly grown in strength. For example, between 1965 and 1990, South Korea's per capita GNP (Gross National Product) grew at an annual rate of 8% (in comparison with 2% in the United States). As the economy grew, wages also increased. Between 1985 and 1988 average household income rose from $8,645 to $13,081. Wages rose by 11.8% in the year 1991-92 alone. Economists predict that, although some slowing down of the economy will occur, the incredible economic growth will continue into the next century.

One of the features of South Korea's economic success is the movement of the population from rural to urban areas and from agriculture and fishery to manufacturing and service industries. By 1990 nearly 30% of the population were employed in manufacturing and 50% in employment largely related to service industries such as shop keeping. Significantly, only 20% were employed in agriculture and fishery--a figure less than half the 1963 level. Alongside these developments is the rapid rise in the number of South Koreans living in cities. In 1960 only 28% lived in urban areas, by 1980 the figure was 54.3%, and by 1990 it was 74.4%. (See charts B and C on Handout 3: Information Sheet South Korea, showing how people are employed in South Korea and how the workforce has shifted from the agricultural sector).

The people of South Korea are expected to work hard, have a keen sense of moral discipline, and be loyal to their country. Individuals are expected to sacrifice themselves for the national good, and pride in their native land is widely expressed. Indeed, this is seen in Kim Young-Sam's speech following his election as President: "I demand that people should sweat to build a new Korea together." Unquestionably, Korea's tremendous economic success is largely founded upon the belief that all South Koreans share in contributing to the future of the nation. In addition, this keen sense of national unity is fueled by the impact of the Korean War which also encouraged the beneficial movement to the South of many experienced and valued workers aiming to escape from Communist rule in the North.

Despite the phenomenal success of the South Korean economy, however, many Americans would consider the life of the average Korean undesirable. For example, in 1989 the average per capita GNP in the U.S. was $20,910. In South Korea, however, it was $4,400. Furthermore, South Korea has a terrible reputation for worker safety, and the country is renowned for having the world's longest working week of 54.7 hours. Many workers are also concerned that although the economy has improved and wages increased, a sharp rise in prices and fears caused by political instability have canceled out many of the economic gains for the average worker.

A family's lifestyle depends upon such factors as whether they live in a city or village, how wealthy they are, how many people live in the family, and the work family members do. One study of South Korea, published in 1992, put together a helpful picture of an average middle class family in Seoul which shows the following:

> A husband in his early forties, a wife about six years younger, and two children, aged thirteen and ten. The family would live in a fairly small apartment, consisting of a hallway, one small bedroom with bunk beds for the children, a small room with several bureaus and with mats as floor coverings, a television set and a videocassette recorder, and a hi-fi stereo. This room would serve as an eating area and family room during the day and as the parents' sleeping area at night. There also would be a larger room partitioned off into three sections: a living room with three elaborate easy chairs, a more formal dining area, and a small kitchen with an oven-range, sink, washing machine, shelves, and cabinets. The mother would stay at home; the father would work from 9:00 a.m. to 10:00 p.m. six days a week. There would be a fairly new car, probably a Hyundai, which the father would use to drive to work.

Although the work hours described in the study are typical for some families, as a result of an increasing desire to eliminate the long working day, workers' hours are now being reduced. Thus, in many cases ending the working day between 7:00 p.m. and 8:00 p.m. is more common. In addition, other observers of South Korean society argue that lifestyles in South Korea are better than the one described above.

HANDOUT 5: DATA CARD IV - EDUCATION IN SOUTH KOREA

Life at school begins in kindergarten at age 3 or 4. Attendance at kindergarten is optional, but because Koreans value education so highly, over 60% of South Korean children attend. Following six years of elementary school the child moves on to take three years of middle school and then a further three years at high school. The high school system is broadly divided into two parts. The majority of Korean students attend academic high schools, but a significant number (37% in 1992) attend vocational high schools. These vocational schools provide a more specialized program preparing students for employment in major areas such as agriculture, technical work, commerce, marine occupations, trade, and the arts.

The people of South Korea placing enormous emphasis on schooling and much of the country's economic success is attributable to the incredible progress the country has made in education. The massive improvement in educational standards is shown in the adult literacy rate in South Korea. In 1945 the adult literacy rate was estimated at 22%; by 1970 it was 87.6%, and today it stands at around 98%. In higher education, South Korea boasts one of the world's highest attendance rates with a figure approaching 34%. Incredibly, according to a Ministry of Education study, in 1990 one South Korean in four was a college student.

South Koreans have a long history of placing great emphasis on education. The Korean people know that, almost without exception, improvements in living standards and social advancement are dependent upon a higher education degree. In the workplace, men and women with middle school or secondary school education are often treated with contempt and rudeness by managers with advanced degrees. Those who attend the more prestigious universities are afforded superior status and held in extremely high regard. Indeed, in modern Korea possession of a college degree is considered essential for entering the middle class, and with the possible exception of a military career, no alternative pathways are available.

In order to advance, South Korean students are expected to work hard at school, and those aiming to leave high school to attend university face fiercely competitive exams. Ambitious students, therefore, have to devote enormous amounts of time to studying. One study of college-bound high school students suggests that students, "typically rose at dawn, did a bit of studying before school began at 7:30 or 8:00 a.m., attended school until 5:00 a.m., had a quick dinner (often away from home) and then attended evening cramming classes that could last until 10:00 or 11:00 p.m. Sundays and holidays were devoted to more cramming . . . Family and social life generally were sacrificed to the supreme end of getting into the best university possible." Unquestionably, South Korea's emphasis on the value of education has had a profound impact on the country's

improved status in the world.

Despite its obvious success, South Korean education does suffer from some internal problems. For example, class sizes in Korean schools are large and classes with over 50 students are not uncommon. Teachers' hours are long, and the pay is considered unsatisfactory, causing widespread dissatisfaction in the profession. In addition, because of the enormous pressure on students to perform well on tests, many teenagers live through a grim, joyless existence and endure a sustained period of "examination hell." In schooling emphasis is placed on memorizing factual information, and although with recent government reforms this is changing, many critics still argue that students' more creative and intellectual talents often fail to be developed.

HANDOUT 5: DATA CARD V - WOMEN IN SOUTH KOREAN SOCIETY AND THE ECONOMY

Traditionally, the female has an unequal role in Korean society. The duty of a woman to her husband, or rather to her husband's family, was absolute and unquestionable. According to Confucianism, once married a woman had to leave her parent's household permanently and then occupy the lowest position in the husband's family. For women there was the law of the three obediences: (1) obedience to the father before marriage, (2) to the husband upon marriage, and 3) to the son after the husband's death.

Marriages, in traditional Korean society, were "arranged." The purpose of the marriage was to produce a male heir to carry on the family line rather than to provide mutual love and companionship. The organization of the relationship was such that the husband was considered the "outside person" (the one who worked to provide the necessities of life for the family) and the wife was regarded as the "inside person" (the one who took care of the home and the children). In all matters, the husband's authority over the wife was supreme. In traditional society, for example, only men could obtain a divorce. A husband could even divorce his wife if she failed to bear him a son or if she failed to get along with his parents.

In modern times, the status of women in the workplace has undergone some significant changes. In the last few decades, for example, the employment of women has become a more accepted practice with the number of women participating in economic activities increasing from 39.3% in 1970 to 47.3% in 1992. In the cities many middle class women have begun to break with age-old traditions and explore full-time careers. In addition, the number of women remaining in employment after marriage has increased in recent years.

Another sign of the changing status of women is the increasing number of females who are receiving a college education. Woman account for approximately a third of total enrollment in higher education, a figure that has been steadily rising in recent years. The Ministry of Education has also sought to address sex discrimination in education by requiring the School Curriculum Study Council to review sexual prejudices in curricula and textbooks. Accordingly, changes have been made. For example, since 1989 Technical Crafts for male students and Home Economics for females are merged into one subject and efforts are being made to change long held teacher attitudes towards students of different sexes.

Despite these changes, however, South Korean society still clings to more traditional male-female expectations. Unquestionably, the remarkable economic growth South Korea has achieved in the past two decades owes much to the female labor force in the

manufacturing sectors. Unfortunately, in the factories of South Korea, hundreds of thousands of young women are employed to work on assembly lines for low pay and long hours performing boring menial tasks. Furthermore, more women work in the relatively lower paid activities of rural life than the potentially more rewarding labors of urban life. Similarly, despite some positive changes in education, women tend to be diverted toward occupations which meet the economic needs of the country. For example, although girls account for 51.2% of the enrollment in vocational high schools, there are only 1.4% in the more prestigious technical high schools. As Chart A on Handout 3: Information Sheet South Korea shows, many women occupy positions in low paid activities related to agriculture, industrial production, and service. Only a small number aspire to administrative and managerial positions.

Additionally, if one considers that girls and boys are segregated in classrooms after the age of seven, women often give up employment upon marriage, and South Korea ranks third in the world in the frequency of sexual assaults on women, Korean society has much to do to realize the goal of sexual equality for women.

HANDOUT 6: ECONOMICS QUESTIONNAIRE- HYPOTHESIS & RATIONALE

FAMILY OBLIGATIONS: Hypothesis for Korean Students

1. Do you do any work for your family for which you **do not** get paid? Write down the type of work you do _____

   _____

2. Estimate how many hours a week you work without pay _____

3. Do you think young people should work for their parents/family and not get paid? Explain _____

   _____

   _____

Give the two most important reasons for the group's responses.

1. _____

2. _____

ENTERING THE JOB MARKET: Hypothesis for Korean Students

4. After you leave school will you most likely: (1) Get a job ____ (2) Go to college ___ (3) Go into the armed forces ____ (4) Something else ____

   If "Something else," please explain _____

5. How old do you think you will be when you enter full-time work? _____

6. What type of job do you think you will get when you finish your education (list more than one if you need to)? _____

NATIONAL ECONOMY: Hypothesis for Korean Students

7. How strong do you think your country's national economy is?

Very Weak Very Strong

1 2 3 4 5 6 7 8 9 10

8. How important is your country's national economy to you?

Not Important Very Important

1 2 3 4 5 6 7 8 9 10

Give the two most important reasons for the group's responses.

1. _____

2. _____

HANDOUT 7: SOUTH KOREAN STUDENT RESPONSES

. Seoul is the capital located at the center of South Korea (population in 1990: 10,613,000). Seoul is the political, economic, and cultural center of South Korea. A Korean saying describes this well: "when a horse is born, it is sent to Cheju island (the largest island in South Korea) and when the kids are born, they are sent to Seoul to get a good education." As South Korean society becomes modernized and industrialized, an increasing number of rural people have moved to Seoul. Seoul is a modern, vibrant and international city which has all the problems associated with a major urban center, such as, pollution, traffic jams, and a housing shortage.

. Chuncheon is the capital of the Kangwon-do province located in the east of South Korea. Chuncheon is a satellite city of Seoul (population: approximately 150,000) and it only takes one and a half hours to drive to downtown Seoul. Because the Kangwon-do province is in a mountainous area and also is near to the demilitarized zone (DMZ), the city of Chuncheon's growth has been slower than other large cities such as Seoul and Pusan. However, Chuncheon, due to plenty of greenery and clean air, is considered one of the most livable cities in South Korea.

Q & A	Seoul-male (46)	Chuncheon-male (50)	Chuncheon-female (56)
Family Obligations	1. Working for Family: 35 Yes and 6 No. * If yes: doing house chores (washing dishes, doing laundry, cleaning rooms and cars, dumping garbage, running errands, making the bed, moving heavy things, and fixing things); I help my sister and mother; and doing things that my parents want me to do.	1. Working for Family: 26 Yes and 9 No. *If yes: doing house chores (nailing, cooking, ironing, washing dishes, cleaning house, doing laundry, arranging things, making the bed, gardening, and running errands, preparing food by myself, getting fruit from trees, building shelves); giving a massage to mother; helping family business (working at my parents' supermarket); and doing things that I could do and that women could not do. *If no: I am a student whose purpose is to study and later to succeed.	1. Working for Family: 32 Yes, 7 No, and 1 Depends. * If yes: doing house chores (helping mother, making the bed, running errands, cleaning house, washing dishes, doing laundry, ironing, gardening, feeding the fish, changing pool water, feeding and cleaning animals (dogs), cleaning stones on display, fixing things (car); keeping house rules; checking father's schedule; and farming.
	2. Work Hours: 1/3 to Depends (one 1/3, three 1/2, three 1, two 1 to 2, nine 2, one 2 to 3, one 3, two 3 to 4, one 5, one 7, and one Depends).	2. Work Hours: 1/2 to Depends (one 1/2 to 1, one 1, one 1 to 2, four 2, two 2 to 3, two 3, one 3, three 3 to 4, one 4 to 5, two 5, three 10, and two 20, and one Depends).	2. Work Hours: 1 to Depends (nine 1, six 2, one 3, two 4, one 5, one 6, one 7, one 14, one 24, and two Depends).
	3. Opinion about Working for Family: 31 Yes, 8 No, and 3 Don't know. * If yes: we are family members; my parents work for me; I should work because they are my parents; the family relationship is not calculable and working for the family is meaningful not for money but for love; and if we do nothing for our family before we grow up, we would not able to be independent.	3. Opinion about Working for Family: 38 Yes and 5 No. * If yes: parents work for me without any condition; (even if I do not want to do it) it is a way of paying back for parents; it is a way of lessening parents' burden; family is a unit; parents have worked hard to raise me; parents support me financially so that I could study; parents sacrifice for us; family member; service to family; family duty; it is natural; it is a tradition; If there is a chance, I do; getting paid for working for family is so selfish; working for family is like working for me; getting paid is not for asking but for giving; and parents give me enough allowance.	3. Opinion about Working for Family: 36 Yes, 4 No, and 2 Depends. * If yes: family member; service to family; parents sacrifice for us; parents help us; love; to learn frugal life patterns; to work for parents; to learn how to be independent; to lessen my mother's burden; and to get allowance.
	* If no: I am a student; if we have a financial support, we could work efficiently with a sense of responsibilities; and students in Korea study harder for the college entrance exam and have no time to work for their parents. * If don't know: I think that they could be paid to prepare for future, but should not be selfish.	* If no: work is work which should be paid; and getting allowance once in while is needed for a change.	* If no: work is work which should be paid.

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	Seoul-male (46)	Chuncheon-male (50)	Chuncheon-female (56)
Entering the Job Market	1. Plan after Graduation: All students answered "go to college." 2. Starting Age: 22 to Don't know (one 22, three 25, one 23 to 24 three 24, nine 25, one 25 or 26, seven 26, one 26 to 27, one 26 to 28, seven 27, one 27 to 28, three 28, one 30, one 31, one 33, and two don't know). 3. Jobs: judge, public servant, bank clerk, company employee, accountant, businessman, medical doctor, lawyer, accountant, prosecutor, research, teacher, sports center manager, policeman, detective, fire-fighter, professor, diplomat, corporate manager, law-enforcement officer, (interior or industrial) designer, scientist, biologist, trading company, (newspaper) reporter, free-lancer, writer, small (software) company, advertising, architect, singer, salesman, whatever job that is suitable for me, a job that I could do my best based on my major, I desire to contribute to my country after I learn to manage trading and tour business, and I have not considered.	1. Plan after Graduation: 41 Going to college, 3 Getting a job, 2 Going to the Army, and 3 Other 2. Starting Age: 19 to 29 (two 19, one 21, five 22, two 23, one 23 to 24, nine 24, one 24 to 25, six 25, one 25 to 26, eight 26, one 26 to 28, seven 27, three 28, and one 29) 3. Jobs: government official, teacher, advertising, computer operator, interior designer, designer, computer graphic designer, mechanic, air plane mechanic, medical doctor, professor, computer programmer, business, carpenter, clerical work, merchant, construction, mechanical engineering company, dietician, manufacturing company, billiards shop owner, company employee, policeman, pilot, architect, factory worker, service industry, industrial design, nursing, researcher, English instructor, NASA worker, actor, professional killer, body guard, lieutenant in the Green Beret, the Army, store owner, nursery teacher, copywriter, social worker, and a job to which I could apply my major.	1. Plan after Graduation: 52 Going to college, 3 Getting a job, and 1 Going to the Army 2. Starting Age: 21 to 25 (two 21, eight 23, three 24, and one 25) 3. Jobs: housewife, government official, entertainer, banker, education, pharmacist, broadcasting, apparel, nursery, architect, gardening, body guard, fashion designer, travel agency, athlete, teacher, advertising, company employee, fashion model, interpreter, stewardess, reporter, business, tour guide, computer graphics, prosecutor, policewoman, producer, interior designer, computer operator, displayer, copywriter, scuba diver, researcher, traveler, diplomat, special education specialist, counselor, racer, chef, restaurateur, law office, translator, service industry, doctor, medical doctor, professor, congresswoman, (video rental, comic book, music, or book) store owner, make-up artist, a job which is suitable for me, a secure job with which I could make much money, and never thought of it.
National Economy	1. Strength: 1 to 8 (two 1, one 2, two 3, six 4, eleven 5, twelve 6, one 6 to 7, nine 7, two 8) 2. Importance: 3 to 10 (one 3, seven 5, one 6, one 6 to 7, six 7, four 8, eight 9, nineteen 10)	1. Strength: 1 to 10 (two 1, two 3, six 4, eight 5, one 5 or 6, twelve 6, fifteen 7, one 7 or 8, two 8, 9, one 10) 2. Importance: 1 to 10 (two 1, two 2, one 3, one 4, five 5, four 6, ten 7, ten 8, one 7 or 8, six 9 eight 10)	1. Strength: 1 to 10 (one 1, five 4, eight 5, thirteen 6, fifteen 7, six 8, two 9, and four 10) 2. Importance: 3 to 10 (one 3, three 4, six 5, four 6, thirteen 7, seven 8, six 9, and fourteen 10)

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HANDOUT 8: A SOUTH KOREAN EDUCATOR'S PERSPECTIVE

It is interesting to see a combination of traditional and contemporary values in South Korean student responses to family obligations. For example, no matter where they lived, a majority of South Korean students answered that they would work for their family. Responses were "family relationship is not calculable and working for my family is meaningful not for money but for love," "working for family is a way of paying back to parents," and "working for family is like working for myself." These responses reflect the importance of family and family responsibilities. By contrast, approximately one out of ten students answered, "I am not working because I am a student whose purpose is to study," and " work is work which should be paid." These responses indicate students' self-centered thoughts which were not valued in past years by Koreans.

Students produced a variety of responses to entering the job market. Jobs listed were from judge, government official, and teacher to "the job that I could do my best using my major." However, there was a slight difference between Seoul (the capital) and Chuncheon (a small city) in responses to career plans after graduation. Students in Seoul, without exception, answered "go to college." Students in Chuncheon replied that they would either get a job or go to the army. This difference indicates that because of better economic conditions the Seoul students had no doubt about their plans to attend college which will support their dreams for a bright future. In contrast, some students in Chuncheon were practical and realistic in planning their future, such as getting a job or going to the army after which they could easily get a job. Another consideration may be that there was a gender difference in their responses to starting age. Because all male students should serve in the army mostly in their 20s, their job starting age was broader than female students, such as from 19 to 33 years old. Female students, without pressure of going to the army, planned to start the job earlier than male students, i.e., 21 to 25 years old. However, female students' responses to jobs listed were diverse. One exception was that a few students answered their goal was to be a wife. This indicates that a majority of female students wanted to be career women, whereas a few female students still hold the traditional value of being a good housewife as their dream.

Students' thoughts on the national economy showed a variety of ratings. Responses on strength ranged from 4 to 7 and importance from 5 to 10. This indicates that even with South Korea's recent miraculous economic development, most students thought of their national economy as not strong but being important. This indicates that they were not satisfied with their national economic status and believed it needed to be more developed.

There is an indication that South Korean students are in the process of balancing traditional and contemporary values and of doing something for their nation based upon their aspiration of doing something after graduation. In addition, their responses show that they took their national economy seriously.

(Written by Yonjoo Cho)

16

Japan's Feminists: Resisting The Policies Of The Meiji Government

Lyn Reese

When the Meiji-Taisho era (1868-1926) began, Japanese leaders were open to new ideas. In this period, Japan's "first wave" of feminists arose, joining liberal male reformers who supported the movement for "popular rights and freedom." The feminists identified the ways in which women were oppressed. They asked for legislation to ensure women's rights and challenged the restrictions of the traditional family structure. The ruling elites reacted negatively to pressure by the feminists. Their response was to enact laws designed to keep women from taking part in any political activity. These restrictions were legalized through three means:

- the Meiji Constitution of 1889 and the Law of Election in which females were denied voting rights.

- the Law on Assembly and Political Association of 1889, which became the hated Article 5 of the Peace Police Law of 1890. This law denied Japanese women the right to join political parties, attend political gatherings, or even take political science courses.

- the Meiji civil code of 1898 which gave the male head of the family absolute authority over family members. Men had the sole right to control family property, determine where each family member could live, approve or disapprove of marriages and divorce, and control inheritance. One provision stated: "Cripples and disabled persons and wives cannot undertake any legal action."

On the heels of Japan's "first wave" of feminists, a "second wave" within the feminist movement arose in response to these restrictions. This new generation of young intellectuals by 1922 won women's right to attend political meetings. Women's right to vote, however, wasn't achieved until after World War II.

Fukuda Hideko (1867-1927)

Hideko's father was a low-ranking samurai and teacher. Her mother was a strong willed, educated woman who encouraged her daughter. Both mother and daughter one day heard a lecture by Kishida Toshido. From that moment on they committed themselves to the cause of women's rights.

Hideko and her mother organized women's rights groups and opened schools to promote progressive methods of teaching. The government, however, closed their first school in 1884. After that life became extremely difficult for Hideko. The next two schools she started for working women also failed. Throughout this time Hideko had three children and an elderly mother to support; at one point she was forced to peddle yard goods for money.

When she was twenty, Hideko became involved with a group within the Popular Rights Movement. With others in the group, Hideko illegally tried to send guns to Korean revolutionaries, whom she saw as progressives who were trying to overthrow their conservative rivals. She was caught and served a prison sentence of one and a half years. As the only woman in the group, her trial and subsequent imprisonment were widely publicized. Hideko gained a reputation as a fighter for freedom. Newspaper stories called her "Japan's Joan of Arc;" she became the idol of young women.

By the turn of the century Hideko shifted from liberalism to socialism and began a career in writing. In 1904 she published her autobiography called *Half of My Life.* It was the first woman's autobiography to be written in Japan and was widely read. She wrote: "The reason why I dare to describe half of my life so frankly without hiding anything is not only to express my regrets at my past sins, but more to declare what I call a new war against society and myself."

Facing police crack downs as a result of the government's policies against women's political participation, Hideko decided that the best forum in which to discuss women's issues was a magazine. In 1907 she started *Sekai fujin* (Women of the World). To reach a wide audience, she included recipes in it and information about making clothes and buying cosmetics. But its primary emphasis was on political action. Hideko hoped to use *Women of the World* as a way to encourage women to join the campaign she and other women had organized to get rid of the "insulting" restrictions of Article 5. "Are not women also human beings?" she asked. "It is as human beings that women have their divinely-given rights and liberty . . . What reason is there for regarding politics as outside this sphere of women?"

Fearful of Fukuda's socialist as well as feminist views, the government found ways to harass the magazine. Fines were imposed, the office was raided, and school age girls were forbidden to read it. In 1909, *Women of the World* was judged to be subversive and was banned by a Tokyo court.

Excerpts from *Women of the World*

"What are our reasons for publishing *Women of the World?* In a word, to determine the real vocation of women by extracting it from the tangled web of law, custom and morality that are a part of women's experience. We hope to cultivate among all of you a desire to join a reform movement founded on what will be the true missions of women . . . When I look at the conditions currently prevailing in society, I see that as far as women are concerned, virtually everything is coercive and oppressive, making it imperative that the women rise up and forcefully develop our own social movement. This truly is an endless enterprise; we have not reached our goals, but our hope is that this magazine will inspire you to become a champion of this movement." *(January 1, 1907)*

"There is a general call for economic liberation...But calling for economic liberation fails to go beyond sloganeering in advocating women's liberation. As always, we must strike down today's classic, discriminatory attitudes between men and women. Without carrying out such a revolution in attitudes, is it likely that economic liberation can be accomplished?" *(1909)*

"Everyone, from members of political parties to the general public, praises the Japan Women's Patriotic Association whose activities began with the Russian-Japanese War and whose tens of thousands of members are all women without political rights under Japanese law . . . In the midst of the success of the Women's Patriotic Association - of all this glory and recognition for women--it should be remembered that women are not free. The "success" of women who are not free is the success of slaves." *(1907)*

"What bigoted men [the Upper House of the Diet] are! How ignorant! They simply maintain their opposition [to reform of the Article 5 law] saying, 'Observing the courts and the Diet and reading political debate in the newspapers are acceptable, but women may not listen to political lectures.' . . . The only reason they give is that a reform of Article 5 would 'contaminate womanly virtues'. . . The Upper House is laughable. There is no logic in its arguments . . . only old-fashioned sentiment that considers women slaves." *(1907)*

Source: Sievers, S. (1983). *Flowers in salt: The beginnings of feminist consciousness in modern Japan.* Palo Alto; CA: Stanford University Press, pp. 126-27, 132, 134.

Discussion

Make a list of the concerns women in the early women's rights movement addressed. What methods did women use to forward their cause? What arguments did they use?

What problems did the feminists feel they had with the male reformers?

What aspects of the Meiji government's anti-women laws in your opinion were the most reprehensible? What arguments do you think men in authority used to justify increased restrictions on women?

Look at the cover illustration of the first issue of *Women in the World*. Who do you think the robed woman represents? Why do you think Hideko Fukuda used a symbol from the Western world? How does this illustration and the quote reflect the goal of the magazine? To what extent does this cover reflect Meiji era goals?

What events worldwide, and within Japan, do you think encouraged a women's rights movement in this period?

Find Out About

Find out abut the status of women in Japan today. Have the changes the early feminists fought for occurred?

Find evidence that similar beliefs about female inferiority were held at same time in the United States. Find quotes from American women which echoed the concerns of Japanese feminists.

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17

Who Were The Kamikaze Pilots? A Short-Term Inquiry Experience

Jack M. Sheridan

Directions for this Experience

Except for the first two sections of this article, read the remaining material of this experience to the students. Allow them to respond to questions and tasks given on various pages. Answers to questions, anticipated responses, and further directions appear in parentheses.

Why Have This Experience?

As a youth during the time of World War II, I developed in my mind visions of enemy soldiers. I recall, for example, how any German infantryman became an unfeeling, stoop-shouldered hulk of an individual, complete with warts on his dull appearing face. I saw him as a subhuman form capable of committing the worst of atrocities toward human beings, Americans in particular. Such visions helped me to despise the enemy all the more and to be callous toward any violence and atrocities committed against them. Some years later I began to investigate the origins of my visions. I spent considerable time thumbing through the periodicals of the World War II period. Sure enough, I did encounter illustrations depicting enemy soldiers in forms similar to my visions. Yet within these same pages were actual photographs of fighting enemy soldiers. For example, in one well known periodical there was a set of photographs of German soldiers trying to capture a Ukrainian village, and close-up photos revealed the faces of earnest young men doing what they had been called upon to do. I found myself scrutinizing their faces, trying to detect elements of personality and wondering if any of them might still be alive. I decided that if we had all been children together I would have eagerly sought them out as playmates. I erased from my mind the visions rendered in my youth.

I decided that the process of war calls for the dehumanization of the enemy. It is natural for the homefront media to present enemy troops as the worst of villains, as subhuman creatures. Our extreme ill will directed toward that enemy is then condoned. And so it was for many years that I harbored disdain and dismay toward the Japanese

fliers who had purposely crashed their aircraft into Allied warships during World War II. They obviously were unfeeling fanatics blinded further by a very effective Japanese propaganda machine. It was also incomprehensible to me how anyone could so willingly sacrifice his life, as did the typical Japanese kamikaze pilot.

Enter Hatsuho Naito with his well written history, *Thunder Gods: The Kamikaze Pilots Tell Their Story*. As happened when I saw the photographs of the German soldiers, my views were confronted with evidence that the kamikaze pilots were real people with the normal range of human emotions. Further intense reading on the subject of the pilots led me back to some big ideas I had encountered many times before.

Translating to educational thought and classroom action, a study of the kamikaze pilots can help students achieve insight into some basic generalizations drawn from the social sciences. Specifically, the purpose of this short-term experience is to lead students to an encounter with the following:

Every society has formed its own system of beliefs, knowledge, values, traditions, and skills. (Such a system is the society's **culture**.)

Culture is socially learned and serves as a potential guide for human behavior in any given society.

The family is the basic social unit in most cultures and is the source of some of the most fundamental and necessary learning in a culture.

Also, this strategy involves students in a form of inquiry. Given data, the students will seek to answer the question: "Who were the kamikaze pilots?" The experience is an exercise in helping students draw conclusions according to data gathered from scholarly sources.

An Opening Scene

Adachi's time had come and he was prepared--ready to die! Grim faced, he adjusted his white neck scarf and carefully tightened around his helmet a white *hachimaki* cloth, a traditional symbol of daring and determination to die for Emperor and country. Moments later he joined his fellow Thunder God pilots in a final ceremony of drinking a cup of cold *sake*. It was indeed a quiet, solemn occasion as each pilot awaited his turn for the ceremonial cup poured by the vice admiral. While he awaited his turn, Adachi remained outwardly reverent, but within he was very anxious to get on with the mission--to crash dive his Ohka bomber into an enemy ship. He had eagerly volunteered for this special service, and in fact, had been bitter and enraged when he was not chosen for the

first several crash dive missions. After the last time he was not selected, Adachi had gone to the vice admiral and pleaded his case. As calmly as possible he had said, "You must let me do it, for I am most ready to die for the Emperor and my country!" The commanding officer had listened attentively and then assured Adachi that he would be chosen for the next mission.

So with no fear or regret, and without looking back, Adachi climbed into the mother plane to which was attached his personal single seat Ohka-- the flying bomb to be released near a target area. And within minutes the mother plane, a Mitsubishi bomber (usually referred to as a Betty bomber) roared down the runway and lifted slowly into the air. During the main part of the flight Adachi sat behind the pilot of the carrying plane. Around him he counted seven other mother planes, each with an Ohka bomber attached to its underside. Also there were Zero fighter planes to offer the vulnerable mothers protection against anticipated interceptions of enemy planes. So as the flight of fighters and bombers with their attached instruments of self-destruction sped toward the target area of enemy warships, Adachi scanned the horizon for the dreaded interceptors.

Sure enough they came! Aircraft carrier based Grumman Hellcat fighters screamed into formation, furiously assaulting the mother planes. The hapless Zeros, so superior at the beginning of the war, now appeared to be no match for the speedy darting Grummans. One by one the mother planes were blasted from the formation, and Adachi watched in helpless anger as they spun wildly to final destruction in the ocean far below. Adachi cursed. "Is all of this coming to naught?" he asked himself. In prayer he pleaded, "Please let me do it!" And suddenly the Grummans disappeared, having spent their fury on the seven other luckless planes. Adachi and the mother plane crew, sole survivors, became more determined than ever to bring destruction to the enemy below. It was as though he had waited all of his life for these moments when he could personally wreak deadly havoc upon this faceless enemy now threatening his beloved homeland.

Finally in the far distance there appeared the enemy fleet, its ships already blasting a curtain of antiaircraft fire to protect the aircraft carriers from anticipated suicidal craziness. In fact, it appeared to Adachi that there was already a frantic motion in the fleet, the individual ships maneuvering wildly to escape becoming his target.

Very quickly Adachi saluted briskly to the pilot, bade the crew farewell, and climbed through the bomb bay of the mother plane into the cramped cockpit of what was to become his instrument for assuring a splendid death. He could feel the rush of air jostling his aircraft as he pulled hard on the handle that released him from the mother plane. And as he began a rapid downward glide, Adachi thought of his desperate enemy below. "If only they could see me now," he murmured to himself. Indeed, his fierce look

and bold determination would have unnerved even the most stalwart of fighting men! "They are going to die! They are going to die!" he began shouting repeatedly.

Faster and faster he dropped toward a rapidly growing dot on the ocean surface. He could hear and feel the downward rush of his craft when he activated two booster rockets directly behind his seat. Instantly his velocity increased to six hundred miles an hour. The ship below him became a rushing blur of gray steel and frantic blazing guns. Adachi could feel himself losing consciousness. Instinctively he screamed, "Banzai! Long live the Emperor!"

Adachi had hoped he would crash into one of the large fleet carriers. If he was lucky, his impact would penetrate the teak wood flight deck near the elevator for bringing the carrier fighter up from the hangar deck. Thus there would be left a gaping hole in the flight deck and a disabled elevator unable to lift. His exploding craft could also ignite fuel and bombs stored within the spaces below the flight deck, and ensuing explosions would rip apart the giant vessel, killing or injuring nearly everyone aboard. The loss of an aircraft carrier would devastate and demoralize the enemy. And Adachi's status as a "god" would be assured. Also he would be avenging the deaths of his own comrades who had not been so lucky in seeking out and destroying the enemy. His instantaneous death was to be the blaze of glory -- the *rippu na shi* or "splendid death."

Unfortunately for Adachi, his luck did not extend to the target area. His victim turned out to be a light cruiser, hardly a worthy target as far as the high command was concerned. Damage to the ship was light, but there were casualties. There was also dismay, indignation, and rage. During clean-up the men kept asking, "Who are these lunatics?"

One sailor answered, "They're crazed fanatics! They're subhuman creatures who deserve blowing themselves to bits! I just wish they wouldn't do it on us!" (From Naito, *Thunder Gods*)

An Explanation and Some Questions

Adachi may fit the description of a member of the Thunder Gods Corps. The corps was composed of young Japanese fliers organized for the purpose of crash diving aerial manned bombs into American and Allied warships in the Pacific Ocean during 1944 and 1945. Their principal craft, the Ohka Type-11, was the one described in the introduction. It was a very small single seat plane with a bomb in the nose and two rockets in the rear. Since it had no engine, the craft was designed to be released from a larger aircraft bomber flying at a high altitude. Once released the pilot steered his gliding craft toward a target, and then during the final moments of his life, he fired the rockets to speed his

delivery more directly to the target. The Ohka Type-11 flying bomb was first used in March 1945 and it was one of several suicidal devices used by the Japanese during the final years of their war with the United States.

The suicidal attacks by aircraft came to be known as kamikaze attacks, and although the number of aircraft that missed their targets or were shot down far exceeded the number that actually struck various American and Allied warships, the effects of the kamikaze attacks were still devastating and demoralizing. The first full scale kamikaze attack occurred in October 1944. Here the Japanese used regular fighter planes in their crash diving efforts, and in fact, most of the ensuing kamikaze attacks were comprised of the regular fighter craft. As would be suspected, the first attacks took the Allies quite by surprise; nothing had prepared them for such suicide attacks. Thereafter, the stress of remaining permanently alert to the piercing roar of diving kamikazes caused great anxiety and nervous exhaustion. Only toward the very end of the war was there any relief, for by then the Japanese had exhausted their supply of planes and able pilots.

Study of the kamikaze attacks remains a fascinating subject. More recently greater attention has been focused on the pilots who willingly flew their crafts to destruction and to splendid deaths.

Who were these men? It is quite easy to shrug them off as lunatics believing they could stop the Allied advance toward Japan. But were they the "crazed fanatics" referred to by the American sailor? Was the grim, determined cold-blooded Adachi a typical case?

Data References

Now listen carefully to a series of data references. The references provide data or information which will help you answer questions regarding the true identity of the kamikaze pilots. Decide whether or not they should be labeled as inhuman lunatics or crazed fanatics. Decide whether or not the fictitious Adachi could really have existed.

Data Reference #1: A Survivor

Hachiro Hosokawa wrote a preface for Hatsuho Naito's book *Thunder Gods: The Kamikaze Pilots Tell Their Story.* Listen to these excerpts.

"I was one of the members of Japan's World War II Thunder Gods Corps, the corps organized by the Japanese Imperial Navy for the specific purpose of carrying out aerial manned bomb attack missions against the American and Allied forces in 1944."

"Of the 21 reserve officers of the original 'special attack' unit, I am the only one who survived. The rest died either in the special attack weapons called Ohka (Exploding Cherry Blossoms) or in fighter bombers that were used as **kamikaze** planes. I survived partly because in addition to being a 'kamikaze pilot' I served concurrently as a leader of a covering fighter squadron." (Naito, p. 15)

"In war, whether you win or lose, the ordinary people on both sides suffer very much the same pain and anguish. Even knowing this, the human race continues to repeat the absurdity of war over and over again.

"When Japan was entangled in World War II, all the young people, myself included, were driven by the fear that if we did not do our best, if we did not make whatever sacrifice was necessary, our nation and our people would be destroyed forever. We eagerly volunteered to become pilots, knowing that our chances of survival were almost nonexistent. As the war situation deteriorated and death appeared inevitable under any circumstances, many of us just as eagerly volunteered to become Ohka pilots.

"I do not believe this so-called suicide mentality is unique to the Japanese. The spirit of self-sacrifice exists in all countries among all people, particularly among the young, who are innocent and free of cynicism when they are in a wartime life-or-death situation. World history, in fact, is filled with similar examples." (Naito, p. 16)

"Today I still recall with pride my young, innocent days when I was willing to sacrifice my life for my country and my people. Yet I have never wished that my children or grandchildren would follow the same path. I feel, in the utmost reaches of my heart, that we must make Japan a peaceful nation in which no one will ever again have to suffer the experience of my generation." (Naito, p. 17)

Do these passages sound as though they were written by a demented individual intent on his own self-destruction? (No.) Does he indicate that he may have been a fanatic when he was a young pilot? (No.) Does he express regret that he survived while many others died? (No.) What more does Hachiro express in the above excerpts?

(Allow for some discussion. Ask the students to repeat the reasons Hachiro provided for why he became a kamikaze pilot. Help the students to understand

that Hachiro is proud of his time in the service, but that he wishes now for lasting peace and certainly no more Thunder Gods.)

Data Reference #2: That's Gonna Be Your Coffin

Here is a second reference drawn from the book, *Thunder Gods*. It is a conversation involving two pilots, one of whom has just arrived at an airfield where the Ohka pilots are to be trained.

> **Higher Flight Petty Officer Ichikawa was among the new arrivals. He immediately went to see his friend Tamura.**
>
> **"Why didn't you send me a postcard?" he asked. "What happened to the bump?"**
>
> **"Bump is not the word," Tamura replied. "Come on. I'll show you." He led Ichika to a hangar and pointed to one of the Ohka trainers.**
>
> **"That's gonna be your coffin," he said.**
>
> **Ichikawa's small conviction diminished further as Tamura explained that the Ohka would be carried aloft under a Betty and dropped in the vicinity of its target. "Don't be disappointed," he said to his friend. "If you crash-dived in an attack bomber, no one would be watching you die. In this thing, you'll be diving in front of the entire crew of the mother plane."**
>
> **That night, before going to sleep, Ichikawa opened his notebook and wrote on the back of the cover: "After 20 years I have nothing to leave behind except this little notebook, which I dedicate to my parents, who have always enfolded me in love." (Naito, p. 71)**

Does Ichikawa appear to be another fanatical young flier bent on piloting a suicide craft? (No.) Recall in the introduction how reference was made to Adachi's Ohka as an "instrument for assuring the splendid death." How did Tamura describe the Ohka for Ichikawa? ("That's gonna be your coffin.")

(Ask the students to reflect on why Tamura referred to the Ohka as a coffin. The students may respond with the idea that the pilots saw the Ohka for what it was -- an instrument for carrying one to his own sudden inglorious end. They may speculate that the "splendid death" notion was something passed down from high command.)

Data Reference #3: These Stupid Attacks

One outspoken Ohka pilot was Nonaka. Here is a report of his encounter with a superior officer:

> **The notorious but highly respected Nonaka did not waste any time. Looking Hayashi squarely in the eye, he said bluntly, "Hayashi, the Ohka won't work! In the first place, I don't like the idea of suicide missions. I accepted this position only because they said there was nobody else who would assume the leadership role. I'm going to take the best of the Betty pilots with me on our first attack, but I'm sure we will be vulnerable to enemy planes, especially if we make a daytime raid."**
>
> **"I'll get through somehow, and deal a blow to the enemy, but we will be annihilated! It'll be nothing more than a sacrifice!" Nonaka continued, practically shouting. His eyes burning with passion and anger, he held Hayashi transfixed. "So, Hayashi, after I'm gone, I want you to somehow put an end to these stupid attacks!"**
>
> **Nonaka knew it was impossible to shelve the plans for suicide attacks by the Emperor's military forces. He knew the Imperial system was absolute. (Naito, p. 106)**

Was Nonaka trying to back out of a suicide mission? (No. "I'll get through somehow...") What feelings did he express with regard to the probable success of the missions? (Obviously Nonaka is very doubtful about the success of the Ohka raids.) Nonaka indicated that he would "...get through somehow, and deal a blow to the enemy..." Hence, does it appear that Nonaka was grim and determined like Adachi? (No. Nonaka's determination appears more related to sense of duty than to a personal motivation or vendetta.)

Data Reference #4: I'm Going to Die

Yamamura was another Ohka pilot. Here is an account of his experience:

> **Yamamura, wearing his long headband, was aboard the leader's plane, sitting behind the pilot. The vibration from the plane's engines permeated his body. As the mother plane left the runway, he looked out the window and saw cherry trees in full bloom flashing by. For the first time, tears came into his eyes. 'I'm going to die! I'm going to die!'**

echoed in his mind. Tears began to flow down his cheeks, and he made no attempt to stop them, caught up in the poignancy of the moment. (Naito, p. 142)

As it turned out, the mother plane was forced by enemy aircraft to crash land in the ocean. So Yamamura's plane never reached the target area. Here is the aftermath:

A fishing boat slowly emerged from the fog and sidled up to the floating men. It was from Kurosu Village on Cape Sata. The fishermen pulled the injured men and the body of the dead man aboard their boat. Yamamura lost consciousness while he was being pulled onto the vessel.

The next thing Yamamura remembered was his own voice yelling, "Goodbye! Goodbye!" He woke up in excruciating pain. He was naked, lying on top of a bed. A splint had been attached to his little finger to hold it in place. It took several moments for his head to clear, and then, with the realization that he had survived, that he was alive, his heart began to beat rapidly and his body flushed with relief and joy.

Later, Yamamura learned that of the five planes in his group, one had become lost and returned to base. Another had made a forced landing at sea. A third one had crashed into a mountain on Osumi Peninsula and gone up in flames, and the two others had simply disappeared and were never heard from again. The mission had been a total failure. (Naito, p. 144)

Did Yamamura wish to die? (Most of the students will agree that he did not.) Did Yamamura feel badly that he had survived? (No.) Does the outcome of Yamamura's mission relate to anything Nonaka had said about the Ohka flights? (Yes, Yamamura's mission failed as Nonaka had predicted many of them would.)

Drawing a Tentative Conclusion

The introduction of this experience related Adachi's story, particularly his feelings about taking part in a kamikaze raid. Adachi's account is fictional. But do the data references validate Adachi's account? That is, can we conclude that the description of Adachi's experience is authentic?

(Allow students to discuss and evaluate Adachi's account. They probably will conclude that his account does not match up with the references to the experiences of Hashiro, Ichikawa, Nonaka, and Yamamura. Some students may suggest that Adachi's

story needs rewriting. Perhaps Adachi should appear less grim and less determined. The data references at least hint that Adachi should have been a more sensitive person and more hesitant toward his destiny of crash diving.)

Confirmation References

Would writers who are experts on the subject of the kamikaze pilots agree that Adachi's stance needs to be softened somewhat? At the same time, do the writers reveal additional insights into the character of the true kamikaze pilots?

Confirmation Reference #1

Recall that Adachi's final words were, "Banzai! Long live the Emperor!" Hatsuho Naito, in his book *Thunder Gods*, declared that the young pilots "experienced terrors and trauma that are beyond the imagination of anyone else." (Naito, p. 209) He also wrote:

> "I do not believe that any of them shouted 'Long live the Emperor!' as they dived their bomb-filled planes into the enemy." (Naito, p. 209)

Saburo Ienaga, a Japanese scholar and an extreme critic of Japan's involvement in the war, speaks to the "myth" of fighting men and their last (dying) words. He wrote:

> **Another fabrication was the myth that every fighting man died with the emperor's name on his lips. The last cry of most Japanese soldiers as they went to their deaths was for their wives or mothers. *Okachan* or *okasan* (Mother) were the last mortal words of innumerable Imperial Army soldiers. Many who served at or near the front lines (soldiers, nurses, journalists) have attested to this fact. But it was never reported during the war. The official line was that all Japanese troops died shouting, "Long live the Emperor!" (Some did, of course.) (Ienaga, p. 102)**

Confirmation Reference #2

What could have been Adachi's final thoughts as he prepared to die?
In the above quotation Ienaga indicates that a dying fighting man's thoughts were directed to his family. Recall also that Ichikawa, when he realized that the Ohka bomber was to be his coffin, had written on the little notebook, "...I dedicate (this notebook) to my parents, who have always enfolded me in love." And here is part of another pilot's actual letter that reveals the probable final feelings of most pilots:

> **My dear parents (tomorrow morning) 29th June 1945, at seven o'clock I shall be leaving this earth for ever. Your immense love for me fills my entire being, down to my last hair. And that is what makes this so hard to accept: the idea that with the disappearance of my body this tenderness will also vanish. But I am impelled by my duty. I sincerely beg you to forgive me for not having been able to fulfill my family obligations.**
>
> **Please convey my thanks to all those who have shown me friendship and goodness. Dear sisters, farewell. Now that our parents will no longer have a son, you must show them all possible consideration as long as they live. Always remain kind and worthy of being Japanese women. (As fate would have it, the letter writer, Lieutenant Negatsuka, turned out to be one of the rare survivors of the kamikaze episode.) (Morris, p. 291)**

Within the envelope containing the letter, the pilot also enclosed locks of hair and fingernail parings. Almost all of the kamikaze pilots wrote memorable last messages, usually to parents, and included locks of hair and nail parings. That way there would be some remains for burial. (Morris, pp. 290-291)

(Pause briefly to ask the students to think of words for describing the pilot who wrote the letter. They may respond with words like kind, humble, sensitive, family oriented, reverent, dedicated to country etc. Some students may also indicate that it may be more and more difficult to view the kamikaze pilots as crazed fanatics or lunatics.)

Confirmation Reference #3

Back to our friend, Adachi: The scenario indicated that Adachi believed his "splendid death" would elevate him to a "god" status. Was that a common assumption among the pilots?

Not so according to Hatsohu Naito. He wrote:

> **The pilots knew, of course, that the spirits of those who died in the war were worshipped at Yasukuni Shrine but they did not choose to die to become "gods."**
>
> **These same sentiments are shared by the surviving members of the Thunder Gods Corps who gathered at Yasukuni Shrine every year on March 21, the day the first Ohka attack was made. They gather there**

> **not because they believe in Shinto, the "Way of the Gods." Some of them are Buddhists; some are Christians; others are atheists. They gather there because the last thing their dead comrades said to them was, "I will be waiting for you at Yasukuni Shrine."**
>
> **They gather there to recall their youth, when they innocently believed that the sacrifice of their lives would make a difference. Their comrades, without a shred of flesh or bone remaining, can never return. If there is such a thing as spirit, their spirits might be wandering Yasukuni Shrine with nowhere else to go.**
>
> **The survivors visit the shrine to talk to the spirits of their dead friends, feeling indebted to them for having survived. The parents of dead Thunder Gods also visit the shrine on this day. (Naito, pp. 209-210)**

According to Naito:

"They agreed to die for the sake of their families and relatives in the firm belief that their death would contribute to their well-being.... Their minds were filled with thoughts of love and affection for their families." (Naito, p. 209)

Note how this last quotation also makes reference to the importance of family and friends.

Confirmation Reference #4

It now may be more obvious that Adachi should appear more humble and sensitive and with tenderness directed to his family. He probably would not have been the fierce warrior type painted by the opening scenario. Perhaps Adachi and the pilots like him had become warriors by accident; they were kindly people who, because of age and circumstance, had no choice but that of hoining in the military effort.
So what was the civilian background of these men? That is, what were they doing before the war? Were they involved in activities that specifically prepared them for their suicidal behavior?

Ivan Morris, a scholar on the subject of the kamikaze pilots, has written that the pilots were young, single men, mostly between the ages of twenty and twenty-five. According to Morris:

> **The typical kamikaze fighter was a university student whose education had been interrupted when military deferment came to an end and who**

> **subsequently joined one of the Special Attack units. It is significant that far more of them had been students of the humanities and law than of engineering, science, and other more 'practical' subjects. Very few had any military background whatsoever and, though they threw themselves wholeheartedly into their intensive training, many of them experienced moments of nostalgia for their studies, to which they now had scant chance of ever returning. (Morris, pp. 305-306)**

Morris also responded to the belief held by many that kamikaze pilots were from some lunatic fringe of their society. He wrote:

> **Though one must obviously avoid generalizing about personality types when thousands of individuals are involved, most material about members of the kamikaze units shows that they were far from being the fierce, superstitious, jingoistic fanatics that foreigners have usually imagined. From all available records, diaries, letters, and photographs it appears that the principal type was quiet, serious, and above average in both culture and sensibility; Japanese descriptions of them frequently include the word *reisei*, which means "serene" or, in the best modern sense, cool." (Morris, p. 306)**

Does all of the information heard so far surprise you? Does it change your image of the typical kamikaze pilot? (Allow a few minutes for students' comments.)

Finale

According to the beginning scenario, Adachi "eagerly volunteered" for the special suicide assignment. But so far we have reason to doubt much of what we have heard about Adachi. The data do not support the idea that he would have been a grim warrior type, fiercely dedicated to his own self-destruction at the expense of the enemy. Nor would he have been someone operating on the lunatic fringe, plotting for the time when he would be elevated posthumously to a god-like status. So can we assume that Adachi or someone like him "eagerly" volunteered? Wouldn't it be better to decide that the kamikaze pilots had reluctantly volunteered only as a sense of duty to family and homeland? Perhaps for some individual cases might we assume that they were forcibly drafted to perform the suicide missions?

Interestingly, evidence indicates that all of the kamikaze pilots volunteered. There always remained the principle of voluntary enlistment. (Morris, p. 305) But whether they enlisted enthusiastically or reluctantly is a matter for us to debate.
Picture Adachi in a meeting where he is hearing for the first time the need for pilots to

stop the enemy advance by crash diving their aircraft into Allied instruments of war. (Some Japanese pilots died when they deliberately rammed their fighter planes into American bombers; Allied warships were not the only targets.) Adachi's meeting would have been very similar to one reported here by a Lieutenant nagatsuka on the night of March 31, 1945:

> **He (the commanding officer) looked at each man in turn, and his usually gentle eyes seemed to pierce through us. "As you know," he finally said in a solemn voice, "our army lacks pilots, fuel, planes, ammunition -- in fact everything. We are therefore in a deadlock, and only one method remains for us: to crash into aircraft carriers, as so many of your comrades have done in the past. Two hours ago our unit received orders to form a Special Attack corps. I am now obligated to ask you to..." he hesitated before continuing, "to volunteer for this mission. But you are free to choose. You have twenty-four hours to think it over, and will give me your reply before 8 p.m. tomorrow. Each of you will come separately to my office." (Morris, p. 308)**

In a few minutes each of you will write a response such as Adachi might have given the commanding officer. First, listen carefully to the following information; take some notes.

Data Reference #5: Why Did They Do It?

Perhaps we can achieve a deeper feeling of how someone like Adachi would react through a statement by Ivan Morris. He begins with a question similar to one we may have asked. Listen to his question and then to his own attempt to answer it.

> **What influenced large numbers of serious, well-educated young men to make such a dramatic sacrifice of their lives? Certain general ideas run through the collections of letters, diaries, and poems that constitute our primary source for studying the kamikaze personality; and, though there are many individual variations and exceptions, these themes are important for understanding the Japanese heroic tradition as it has survived into our century.**
>
> **Hatred for the enemy and a desire to avenge dead comrades -- motives so often adduced to explain (or condone) the soldier's fury in battle -- do not appear to have dominated the psychology of kamikaze fighters. Often they mention their duty to protect Japan's sacred soil from foreign pollution and to offer their lives in defense of their families. Yet**

> **this never takes the form of visceral loathing for enemy soldiers or of racial antagonism against Westerners. Rather, it expresses a keen sense of obligation to repay the favors bestowed on them since birth. Such recognition of a debt of gratitude (*on*) and the determination to requite it with whatever sacrifice may seem necessary are basic to the Japanese moral sense and for many centuries have been a powerful inspiration in both peacetime and battle. During the Pacific war the *on* motivation was certainly not peculiar to kamikaze fighters, but it seems to have inspired them in an especially intense form, and the deliberate totality of their self-sacrifice was a measure of their gratitude. (Morris, pp. 308-309)**

Said in different words, to be born Japanese is to inherit a distinct set of very worthy ancestral traditions. And as we have heard, reverence to family and to family traditions appears as the most vital aspect of the distinctive Japanese culture. There has remained extreme reverence to the Emperor because he represents the supreme father figure in the Japanese nation-family. To honor and uphold the deeply rooted traditions is to display the gratitude expected as repayment for being born into such an honorable and worthy culture. Please write what you think Adachi's response would be to his commanding officer. Reflect on all you have heard. Be serious in your effort.

(Allow time for students to write, and then let them share their statements. You may wish to allow the students to work in groups rather than individually. If the students write according to Japanese history and culture, their statements should read in favor of volunteering for a special attack force. At the same time, their statements should be serious, not flippant or whimsical. It is okay for a student to express agony or hesitancy, even some indignation--as in the case of Nonaka. But to write a brief "I won't go!" type statement would not be the Japanese thing to do! Following their presentations, proceed to the last segment in which they hear and feel some actual responses to the call for volunteers.)

Confirmation Reference #5

It may be interesting for us to compare our written statements with some reports of responses made by pilots when they were asked to volunteer. The first statement is a paragraph from a letter written by a pilot to his father just before a suicide mission. He wrote:

> **"The Japanese way of life is indeed beautiful, and I am proud of it, as I am of Japanese history and mythology which reflect the purity of our ancestors and their belief in the past.... That way of life is the product**

of all the best things which our ancestors have handed down to us. And the living embodiment of all wonderful things out of our past is the Imperial Family which too, is the crystallization of the splendor and beauty of Japan and its people. It is an honor to be able to give my life in defence of these beautiful and lofty things." (Morris, p. 309)

Obviously he believes Japanese traditions are worthy traditions, and so he is willing to sacrifice his own life as a measure of gratitude. His letter supports what we heard earlier about the nature of Japanese culture and its impact on individual behavior. In the second description we pick up again with Ichikawa. Remember--"That's gonna be your coffin." See if you can sense his agony and uncertainty as he ponders whether or not to write "yes" or "no" on his ID card in response to a commanding officer's request for volunteers.

'The wing commander spoke again. 'You are absolutely free to decide on an individual basis if you want to volunteer for this drastic measure, but I appeal to the best in you as navy pilots.'

The men in the circle were stunned. In the heat of battle, each one of them would have instantly given his life for his country. But this was different. They were being asked to volunteer to die. The men looked at each other, but no one spoke.

Ichikawa was well aware that navy combat flight crews were basically expendable, and he had long ago become resigned to the idea that he would die in the performance of his duty. But he was acutely aware of the difference between facing death and a risk in combat, and being compelled to embrace it.

"This is like suicide," he said to himself, and then he thought, "No, it is not like suicide, because in suicide there is some measure of free will with respect to how and when! In this case, you are simply sent on a mission to die!"

Ichikawa was totally sincere in his strong desire to get back into a combat unit and join his comrades fighting at the front, but he did not have a death wish. He wanted to live. His first inclination was to write "No" on his ID card, but he knew he could not. He knew he would be condemned as unmilitary and unmanly if he were to refuse. And besides, because of the rigid training and discipline within the Imperial Navy, he was not accustomed to making decisions on his own.

As soon as Ichikawa entered his quarters, he was besieged by several of the young assistant instructors who were among those asked to volunteer for the special attack force.

"Sir," one of them said earnestly, "if we simply write *Yes* on our cards, we may not be among the first ones selected to fly these missions! We want to make sure we are chosen by marking our cards in blood! Do you think that would help?"

Ichikawa understood and appreciated the eagerness of the young men to die for Japan in one glorious explosion that would wreak havoc upon the enemy, but he could not help but be disturbed. "Yes," he said quietly, "that would surely help demonstrate your sincerity." He was not able to work up the highly emotional spirit that consumed these bright young men.

Later, when he was alone, Ichikawa wrote the "Yes" in small characters on his ID card, and dropped it into the box that had been delivered from headquarters. (Naito, pp. 30-31)

Do you suppose there is any significance to the fact that he wrote "Yes" in small script? (Allow a few minutes for responses. The small written characters may reflect his anxiety and conflict revealed in the above quotation.)

Here is a report of a request made by a commander to a young pilot:

Beckoned to a chair, the young man sat down facing us. Tamai patted him on the shoulder and said, "Seki, Admiral Onishi himself has visited the 201st Air Group to present a plan of greatest importance to Japan. The plan is to crash-dive our Zero fighters, loaded with 250-kilogram bombs, into the decks of enemy carriers...You are being considered to lead such an attack unit. How do you feel about it?"

There were tears in Commander Tamai's eyes as he ended.

For a moment there was not an answer. With his elbows on the table, hands to his head, jaws tight shut and his eyes closed, Seki sat motionless, deep thought. One second, two seconds, three, four, five...Finally he moved, slowly running his fingers through his long hair. Then calmly raising his head, he spoke, "You absolutely must let me do it." There was not the slightest falter in his voice.

"Thank you," said Tamai. (Morris, p. 286)

In the early morning of October 25, 1944, Lieutenant Seki took part in the maiden sortie of Japanese Zero fighters directed on one-way journeys to self-destruction. He was the first plane to strike the American escort carrier, *Saint Lo*, which later sank after being struck by a second plane and being ruptured by a series of internal explosions.

Reaching Final Conclusions

What does this inquiry into the time of the kamikaze pilots reveal about culture? What general statements can we make about culture and/or society? (Working individually or in groups, allow the students time to write their responses to the questions. Then during an ensuing discussion relate their ideas to the generalizations repeated here:

Every society has formed its own system of beliefs, knowledge, values, traditions, and skills. (Such a system is the society's **culture**.)

Culture is socially learned and serves as a potential guide for human behavior in any given society.

The family is the basic social unit in most cultures and is the source of some of the most fundamental and necessary learning in a culture.

In all probability, the students' responses will contain elements of the major ideas. The generalizations should now have more personal meaning to the students.)

Back to the original question, "Who were the kamikaze pilots?" Answer "True" or "False" to this statement!

The kamikaze pilots were well-educated young men who acted in accordance with the dictates of their culture.

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